TENNESSEE STATE TRANSITION MANUAL

DEPARTMENT OF EDUCATION

Division of Special Education

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Tennessee Transition Improvement Project

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The Tennessee Connections guidebook is produced by the Tennessee Department of Education, Division of Special Education with assistance from stakeholders interested and involved in transition planning. The original Transition Improvement Task Force and other contributors to this project envision this manual as a resource guide for educators, parents, students and others interested in effective transition planning and practices for youth with disabilities.

The Individuals with Disabilities Education Act defines transition planning:

A coordinated set of activities designed within a <u>results</u> oriented process and that:
- □ improves the academic and <u>functional skills</u> of the student in order to facilitate the student's movement from school to post-school activities such as postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation
- □ Is based on the individual student's needs, taking into account his or her <u>strengths,</u> preferences and interests and
- □ Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and a functional vocational evaluation.

Definitions:

Functional skills: Functional skills are those needed for independent living, social and communication skills, cooking, shopping, managing money, using public transportation, and knowing how to be safe at home and in the community. There are also functional skills that align with academic skills and include functional math and reading.
Postsecondary education: Formal education or training beyond high school, including college, university, vocational school and trade school.
Courses of study: Middle and high school course work (or classes) that lead to certain types of diplomas and/or are required for postsecondary education.
Summary of performance: A summary of the student's academic achievement and functional performance that includes recommendations to assist the student in meeting his or her postsecondary goals (more details later in this chapter).
Self-determination
Self-advocacy   (**Include good definition**)
Vocational Rehabilitation Agency: A publicly funded state agency that provides direct and indirect services to youth with disabilities as they transition from school to work, in order to maximize their employability, independence and integration into the workplace and the community..
Vocational rehabilitation (VR): a set of services offered to individuals with disabilities designed to enable participants to attain skills, resources, attitudes, and expectations needed to compete in the interview process, get a job, and keep a job.

When the IDEA was reauthorized in 2004 and signed into law by President George W. Bush, transition services were defined and strengthened once again. Individual Education Plans written after July 1, 2005 must comply with the new IDEA statute and include:

The newly reauthorized IDEA requires transition services be included in the first IEP that will be in effect when a student turns 16 or earlier if determined appropriate by the IEP Team. The student must be invited to attend the IEP Meeting.

- □ <u>Appropriate measurable postsecondary goals</u> based <u>upon age-appropriate transition assessments</u> related to training, education, employment and independent living skills, where appropriate;
- □ Transition services needed to assist the child in reaching those goals, including courses of study…Section 615(m). [614(d)(1)(A)VIII

The definition of Transition Services has been expanded to include activities that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school activities. Additionally, the definition includes a requirement that transition services be based on student **strengths**, preferences and interests. Although IDEA 2004 states that transition services should be included in the IEP beginning with the first IEP in effect after the child is 16. The IEP Team may determine it appropriate for the transition planning process to begin earlier.

Age appropriate transition assessments must include information about **the academic achievement and functional performance** of the student. The purpose of transition assessment is to identify student strengths, abilities, deficits, interests, and preferences. Additionally these assessments will establish present levels of performance, inform transition planning and establish a baseline or starting point for writing measurable annual goals. Transition assessment is an individualized, on-going process that includes meaningful participation by the student and family.

Why is transition assessment an individualized process?

- **The IEP Transition Plan must be based on individual student strengths, preferences and interest.**
- **Transition assessment instruments and methods must be selected to (help the student) determine career interests, strengths and aptitude for tasks related to student preferred employment, education, training and independent living.**
- **Assessment must be individualized based on the areas the IEP Team deems additional information is to determine if student-preferred post school goals are appropriate and realistic/attainable.**

If age-appropriate transition assessment is to be an individualized process then a variety of assessment instruments and methods must be available. This selection may be referred to as an assessment tool kit. The transition assessment tool kit will include a variety of assessment approaches and instruments.

Why is age-appropriate transition assessment an on-going process?

- **Student preferred activities and interests typically change as students mature.**
- **Desired post school goals may change as student and parent are informed of results of transition assessments of academic achievement and functional performance.**
- **Student desired post school goals may change as the student develops career awareness and more varied life experiences.**
- **Data collection during Work Based Learning experiences, including community based instruction, paid and un-paid employment, may further change or alter post school goals.**

NOTE: The Department of Education's publications *Work Based Learning Legal Issues* and *Work Based Learning Technical Assistance Guide* are on the Department Website. www.state.tn.us/education

NOTE: Section 5 in this publication explains the transition assessment process in more detail.

The newly reauthorized IDEA requires transition services be included in the first IEP that will be in effect when a student turns 16 or earlier if determined appropriate by the IEP Team.

Prior to the IEP Meeting
- Ensure information has been gathered about the student's interests and aptitudes through age-appropriate transition assessment including vocational assessments, teacher observations, student and parent questionnaires/interviews, and career exploration.
- Based upon this information, the appropriate team members have been invited to write a detailed transition plan that will help the student make a smooth transition from school to the next environment.
- The IEP Team should ensure the skills the student will need for successful employment, community involvement, post secondary education/training, leisure pursuits, and self-advocacy are written into the IEP.

NOTE: *The student must be invited to attend the IEP meeting.*
This meeting is an important and appropriate place for the student to begin to have an active self-determining role. Since this is a new and challenging role for the
student, advance preparation and training may be necessary to ensure meaningful participation..

Traditionally, the IEP meeting has been a place for parents and professionals to develop the student's program. When transition planning begins, the student is invited to come to the table and actively participate in this process. Students will benefit from advanced preparation designed to assist them in learning about their new role. A common concern of many professionals is that students do not participate fully in the IEP process or that students will only express "I don't know" when asked questions about their future plans. They often *do not know* and do not feel comfortable discussing their disability status. If student participation is a concern, this becomes a transition service need and the IEP Team will want to consider what goals in self-advocacy, self-determination, career exploration and/or social skills training will help the student *become* a more informed and active member of the IEP Team. Assisting students and parents to understand the transition process takes time. It cannot be accomplished during an IEP meeting or during one session, but must be explained over time and more than once.
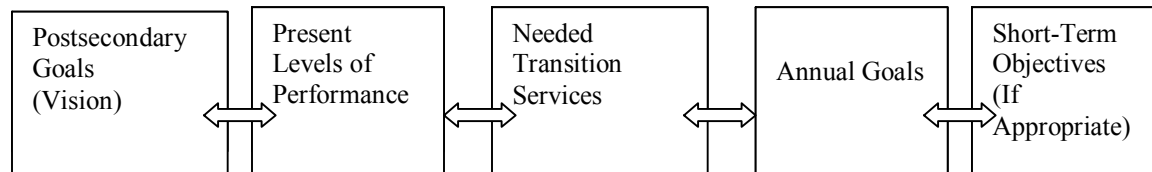The mandated inclusion of transition services on the IEP involves a paradigm shift in the way educators and parents think about writing the educational program. This shift relates to how an IEP goal is conceptualized and the means for achieving the specified goal. A transition goal is conceptualized as a "vision statement" for an individual student that arises out of the transition planning process. In other words, the IEP Team will begin with the end in mind.   Begin with the student's vision for the future – then work backwards to determine the transition assessments, classes, vocational training, community based instruction and other services the student will need to help him/her achieve their postsecondary goals.

IEP Process of the Past

| Present Levels of Performance | ⟹ | Annual Goals | ⟹ | Short-term Objectives |

IEP Process of the Present and Future

| Postsecondary Goals (Vision) | ⟷ | Present Levels of Performance | ⟷ | Needed Transition Services | ⟷ | Annual Goals | ⟷ | Short-Term Objectives (If Appropriate) |

The measurable postsecondary goals statements describe the employment, educational, and living situation that the student will be in after graduation. Individuals and agencies outside the traditional school setting represent the second conceptual shift toward collaboration /working together. Transition goals are met through annual services that coordinate efforts between general education, special education, career and technical education, vocational training programs, parents, the student, school counseling services, and community agencies. As one transition coordinator so aptly stated "*transition goals are written in much the same way as traditional IEP goals, but instead of focusing on deficit areas, we begin to look at the total student and the services he/she will need to reach their post school outcomes.*" However one chooses to express it, when students in Tennessee reach the transition planning stage in their education, the focus of the IEP is on planning for the transition to adult living. There are two primary reasons for this focus. First, students who are burned out with academics or fail to see the relevance of the school's program are leaving school before graduation. Second, of the students who do graduate, employment, independent living, and postsecondary education statistics are disappointing. Youth with disabilities have the same dreams as persons without disabilities. The IEP planning process allows us the freedom to dream with our students, to give them something to work toward and to hope for, and that meets both the letter and the spirit of the law.

Developing Appropriate Measurable Postsecondary Goals

The first consideration when writing a transition IEP is the student's postsecondary goal in each transition area. These are the student's goals concerning where s/he wants to work, live, play and continue education or training **after** high school. Appropriate measurable postsecondary goals are required for each student in the areas of education and training, employment and where appropriate, independent living.
Example of a measurable postsecondary goal for Education/Training:
After high school, John will enroll in the local technical school to study heat and air conditioning.
Example of a measurable postsecondary goal for Employment: John will work with his uncle in maintenance and repair of heat and air conditioning units.
Example of a measurable postsecondary goal for Independent Living:
John will live in an apartment over his parent's garage.

Initially, the student's goals may not be clear or they may not be considered realistic. These statements are reviewed annually so that, as the student matures, the goals will become clearer and more concrete. Middle school or junior high is the best time to begin career exploration and instruction in self-determination and self-advocacy. Students will develop more appropriate career goals by having a variety of experiences
such as visiting employment sites, observing vocational training classes, talking to employers,
listening to former students talk about their career experiences, doing chores at home, or
volunteering in community service projects. The more experiences students have, the more closely
their measurable postsecondary goals will match their actual skills and interests.
Through appropriate training and experiences, the student should be able to actively participate in the transition planning meeting and the development of his/her transition goals. Upon entering high
school, the student will be better prepared to enter into a course of study commensurate with his/her strengths, preferences and interests.

How to write an appropriate measurable postsecondary goal:

- Write it for the IEP during which the student will be 16 years of age or earlier if deemed
  appropriate.
- Review it annually and revise it as needed.
- Develop it based on age-appropriate transition assessments and ensure the student's, strengths, preferences and interests are considered.
- Specify the employment, education/training, and/or independent living
  the student will be in **after** graduation or aging-out of high school.
- Specify a "real life" adult living outcome.
- Describe the student's dreams and goals in a variety of settings.

Example of a measurable postsecondary goal for Education/Training:
After high school, John will enroll in the local technical school to study heat and air conditioning.
Example of a measurable postsecondary goal for Employment: John will work with his uncle in maintenance and repair of heat and air conditioning units.
Example of a measurable postsecondary goal for Independent Living:
John will live in an apartment over his parent's garage.

Example:
*Amy will work full-time as a nail technician. She will live in an apartment near her parents
with her best friend Lisa. Amy will join the YWCA and take classes at the community college in the
evenings to develop a hobby in an area of personal interest such as photography or gardening.*

Present Levels of Performance (Current Descriptive Information)
When discussing student strengths, team members should remember to focus on
the skills students already have toward meeting their post school goals. These skills may be in
academic, communication, sensory, motor, behavior, functional or any other area that relates to
achieving their future goal. Age appropriate transition assessments must include information about the academic
achievement and <u>functional performanc**e**</u> of the student.
**Keeping this information positive will involve the student and family more and will give them
hope that they do have skills that can be built upon to meet postsecondary goals.**

Student assessment data may reflect both formal and informal measures. Assess the student's performance in any area or domain that the team suspects exceptionality exists. List the source of the current descriptive data whether it is the name of a specific test or information from parent interviews. Review the vocational assessments, academic assessments and other relevant material. The important consideration is that this information provides an overall picture of the student and establishes a baseline from which progress can be measured. For specific instructions refer to Chapter 8 in the IEP Guidebook.

Statement of Needed Transition Services

Transition services must be included in the IEP for the year in which the student turns 16 years of age and reviewed annually thereafter. In this section, write the names of specific classes the student will be taking in order to reach his/her desired post-school outcomes **or** write a statement that focuses on the student's courses of study, such as participation in advanced placement courses or a vocational education program that relate directly to attaining the student's postsecondary goals **or** attach a copy of the student's 4-year or 6-year plan. When developing the statements of needed transition services, review the postsecondary goals, the age-appropriate transition assessment information and ensure the student's strengths, preferences and interests are considered.

Example:

One of Jason's postsecondary goals is to work for himself in landscaping and lawn care. His transition service needs may include the following courses and activities:
Vocational path, greenhouse management, keyboarding, computer software, business management, basic accounting, biology, job shadowing opportunities, summer employment in landscaping or lawn care, chores at home , and/or working for family and friends in lawn care, etc.
One of Lori's postsecondary goals is to be employed in a day care center. Her transition service needs may include:
Vocational path, home economics, child care, child development, volunteer work at the local day care center or the church nursery, training in safety and first aid (e.g., Red Cross class), tutoring younger students, etc.

Statement of Needed Transition Services (Coordinated Services and Strategies)

This section of the IEP must be completed for the year in which the student will turn 16 years of age or earlier if the IEP team deems appropriate. The student must be invited to participate in the development of his/her Individual Transition Plan. If the student does not attend the IEP meeting, the LEA must develop appropriate methods to ensure his/her interests and preferences are considered. Any agency that may have responsibility for implementing the short-term objective and paying for the service should be in attendance at this meeting.
Review the post-school desired outcomes, present levels of performance, vocational evaluation and other relevant material. It is at this point in the process that a student, with his/her team, lists things they still need to do or learn to meet their future goals.

The transition service activity areas are:

Instruction is the use of formal techniques to impart knowledge and is typically provided in schools (e.g. tutoring, general education classes, etc.). It includes the areas of academics, vocational, and nonacademic experiences. Other agencies could provide instructional activities such as adult basic education and post-secondary schooling.

Related Services are services that are required to assist a student with a disability in order to benefit from special education transition services, such as transportation services to the work site, job coaching, assistive technology, speech therapy, etc. The school system or other agencies, such as Department of Human Services Division of Rehabilitation Services (DRS), may be providing related services.

Community Experiences are those services that are provided outside the school building, in community settings, by schools or other agencies. It refers to the student's ability to access community resources and the ability to participate in areas such as recreation and leisure, locating advocacy agencies, community organizations, using the yellow pages, paying for services at a restaurant or contacting emergency services, etc.

Employment & Post-School Adult Living Objectives are services that lead to a job or career, such as supported employment, on-the-job training, job exploration, and occupational training. It would also include important adult activities, such as registering to vote, preparing tax forms, renting a home, accessing medical services, accessing SSI services, etc.

Daily Living Objectives are those activities adults do every day (e.g. preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.). These are the skills that a person would need to care for and manage his/her personal needs on a daily basis. This activity area is addressed only when the IEP Team believes it is needed for the student.

Functional Vocational Evaluation is a process that provides information about job or career interests, aptitudes and skills. It may be gathered through situational assessments, observations, or formal measures and should be practical (See Section 5 Appendix C-2). This activity is addressed only when the IEP Team believes it is needed for the student.

For any service area checked 'yes', all activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets. If a service is to be provided by an outside agency, an agency representative should attend the meeting. If an agency is unable to attend, participation may be accomplished through written communication and/or telephone calls. Should the agency fail to provide an agreed upon service, the LEA must reconvene the IEP Team to develop alternative strategies to meet the needs of the student. This may mean paying for the service or finding another method or agency to meet the student's transition service need. These activity areas are not mutually exclusive and team members need not be excessively concerned with writing a need in the correct place. Teaching a student to use public transportation may be considered an instructional need, a related service or an employment and adult living objective. Job coaching services may be seen as an instructional service if provided by school personnel or an employment service if provided by an outside agency. The important consideration is to determine what services are necessary during the next school year to achieve or work toward the post-school outcomes.

Documentation of Agency Participation

The Federal Regulations state "beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the child, including, if appropriate, a statement of the interagency responsibilities or any needed linkages" If any agency other than the LEA or SEA is likely to provide or pay for services, a representative from that agency must be invited to participate in the IEP meeting. Coordination of services between and across public agencies is not always appropriate for younger students. In this case, you may mark the section as "not applicable". If an Agency has agreed to provide or pay for a service and does not do so, the IEP Team will need to meet to discuss alternative strategies. Agency linkages may also include providing information, visits to adult service
agencies or referrals.

Documentation of Student Involvement

Beginning at age 16, the student must be invited to the meetings in which transition service needs are considered. If the student cannot or does not attend, his/her preferences and interests *must* be considered.
If the student was not in attendance, how were the student's preferences and interests considered? Use this section to document what other means were used to gather information about his/her interests and preferences.
Student achievement, vocational assessments, student or parent surveys, student interview, interest inventory, etc., are examples of ways to determine student interests and preferences. For students who have difficulty communicating their interests, parent and teacher input will be invaluable. Samples of surveys and questionnaires may be found in Section 2, 3 and 4.
Transition into the adult world creates a great deal of stress and confusion for students with disabilities and their parents. The impending loss of school supports, the potential loss of a school social network and the difficulties associated with finding permanent employment or knowing how to access adult services can be overwhelming. Knowledge of post-secondary options and a detailed transition plan can help build the connections from school to adulthood.

1. What are the dreams for the student after leaving school?

2. Does the student need help in identifying or clarifying his/her wants, needs, and preferences for the future?

3. Have the parents and student received information about the transition planning process?

4. Is adequate information available from current or previous assessments?

- What is the student able to do now?

- What gaps exist in current skills?

5. What does the student need in order to reach his/her post-school goals?

6. What is the student going to do this year?

7. Does the school system have a variety of sites for job training, job shadowing, community experiences, community-based instruction, etc. available?

8. Who should be invited to the meeting?

Creating a Positive Atmosphere at the Transition Meeting

- Start the meeting on time.

- Adopt an "accept all-reject none" brainstorming approach to generate ideas.

- Seat the student in a prominent location to encourage use of self-determination skills and self-advocacy.

- Speak without using acronyms or abbreviations.

- Keep the focus on the student's current needs and goals.

- Direct eye contact and conversation to the student.

- Talk *to* the student-not *about* him/her.

- Allow the student the opportunity to speak first in each area.

- Provide necessary accommodations for student to participate fully.

Ground Rules for an Effective Meeting

- Come prepared.

- Start on time.

- Introduce members.

- Distribute an agenda.

- Review the agenda. Add any new items.

- Establish a time frame. Set time allotments.

- Look at and listen to whoever is speaking. Do not interrupt.

- State your opinion if you agree. State your opinion if you do not agree.

- Ask for clarification until you understand.

- Remain on task during the meeting.

- Identify the activities that need to occur after the meeting and set a deadline for the completion of each one.

- Clarify who is responsible for each follow-up activity.

- Summarize the decisions.

- Confirm follow-up activities, duties and responsibilities.

- Thank each other.

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Sample Transition Goals and Objectives

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Needed Transition Service Area:
Community Experiences

Area of Need:
Community Experience/Daily Living

Annual Goal:	The student will demonstrate use of public transportation systems independently in 5/5 trials with 100% accuracy.
Objective:	(a) Given a bus schedule and a specific place to go, the student will arrive at the bus stop before the bus arrives and identify the appropriate bus.
	(b) Given a public bus route, the student will ride the bus and complete a round trip.
	(c) Given a phone number, the student will call and schedule a one-way trip by taxi or other transportation service.
Annual Goal:	The student will purchase 5-10 items from a public store with a job coach/shadow, independently on 5/5 trials with 100% accuracy.
Objective:	(a) Given a grocery list of at least 5 items, the student will find those items.
	(b) Given a grocery list of at least 5 items, the student will find those items and purchase them without assistance.
	(c) Given a department store list of 2 things, the student will buy the items without assistance.
Annual Goal:	The student will demonstrate money management skills with job coach/shadow, 4/5 trials with 80% accuracy.
Objective:	(a) Given a calculator and an amount of money, the student will complete:

1) Posting a deposit in a check register.
2) Posting a withdrawal in a check register.
3) Complete a bank deposit slip.
4) Complete a withdrawal slip.
5) Write a check.

(b) Given a household bill, the student will write a check for the amount of the bill, post it, and subtract it.

(c) Given daily debit and credit information, the student will reconcile his/her ledger daily, 5/5 trials with 100% accuracy.

(d) Given an amount of money, the student will complete the necessary forms to open a personal checking account.

Coordinated Activities: Call a bank to schedule an appointment to discuss opening an account, visit a bank, use an ATM, complete account application and deposit and withdrawal slips.

Area of Need: Community Experience/Instruction/Adult Living

Annual Goal: The student will rehearse fitness for life activities in health clubs and/or organizations in the community, 3/5 trials with 70% accuracy.

Objective: (a) Given an opportunity to visit a health club, the student will use the bike and treadmill safely.

(b) Using the newspaper, TV, or yellow pages, the student will locate information about the YMCA, YWCA, or Weight Watchers.
1) Location
2) Hours of operation
3) Cost, etc.

(c) Given student knowledge of health clubs and other groups, the student will select one to join.

Annual Goal: The student will verbalize the organization and purpose of volunteering, community service, or membership in an organization, 3/5 trials with 70% accuracy.

Objective: (a) Given a list of social organizations, the student will choose one or two and write for information.

(b) Given the opportunity, the student will participate in a community service project a minimum of 4 times.

(c) Based on interest and information, the student will select one organization to join.

Annual Goal: The student will demonstrate awareness of who to contact in an emergency 5/5 trials with 100% accuracy.

Objective: (a) Given the police, court, and fire departments as examples, the student will list 4-5 things each place can assist with.

(b) Given 10 scenarios, the student will correctly identify all emergencies.

(c) Given a practice situation, the student will give personal information, details of the emergency and directions to his/her home.

Coordinated Activities: Find out information about health clubs, clubs for teens church groups, visit a health club, attend a committee meeting at church, at a club for teens and the early education center.

Needed Transition Service Area:
Employment

Annual Goal: The student will demonstrate awareness of job clusters by identifying at least 2 jobs in each of the 7 job clusters.

Objective: (a) Given the names of two jobs in a cluster area, the student will name needed skills and abilities needed to succeed in those jobs.

(b) Given the names of two jobs in a cluster area, the student will tell what kind of education (s)he is needed to qualify for each job.

(c) Given the names of 2 jobs in a cluster area, the student will name the classes needed to prepare for those jobs.

Annual Goal: The student will identify 4 personal strengths and interests.

Objective: (a) Given a vocational survey, the student will complete the survey.

(b) The student will schedule a conference with the school counselor to discuss interests.

(c) Given a completed vocational survey, the student will name interests and write them down in a transition portfolio.

(d) Given a completed vocational survey and a copy of school records, the student will discuss potential interests and strengths with his/her IEP team.

Coordinated Activities: Participate in mock interview, fill out job applications, write a resume and complete a vocational survey.

Annual Goal: The student will identify career/vocational choices from limited knowledge to naming at least 4 potential career choices 4/5 trials with 80% accuracy.

Objective: (a) Given a completed vocational survey, the student will make a list with the counselor of possible career choices the student might like and list them in his/her transition portfolio.

(b) The student will participate in 3 presentations by speakers talking about careers.

(c) The student will learn about 4 potential careers by viewing videos, reading books and brochures, interviewing workers and recording information in the transition portfolio.

Coordinated Activities: Participate in career presentations and career fairs, read books and brochures and view videotaped programs about careers.

Annual Goal:	The student will increase time on task to independently complete work at school, 4/5 trials with 80% accuracy.
Objective:	(a) Given a checklist of personal tasks to complete, the student will check off tasks after completion.
	(b) Given a task, the student will name and complete steps necessary for success on 4/5 trials with 80% accuracy.
Annual Goal:	The student will be responsible to complete work at home 5/5 trials with 100% accuracy.
Objective:	(a) Given assigned household chores, the student will complete chores when asked 100% of the time.
	(b) Given 5 household chores, the student will do the chores 100% of the time without being asked.
	(c) The student will make a personal list of tasks to accomplish at home and perform the tasks.
Annual Goal:	The student will identify a high school program of interest.
Objective:	(a) Given the names of 2 jobs in a cluster area, the student will tell what kind of education one needs to have to get each job.
	(b) Given the names of 2 jobs in a cluster area, the student will name the classes one needs to take to prepare for those jobs.
Annual Goal:	The student will demonstrate his/her awareness of the steps needed to get a job from limited knowledge and experience to having completed the process one time. in 1/5 trials with 100% accuracy.
Objective:	(a) Given a job application, the student will complete the form by the end of the semester.
	(b) Given a resume format, the student will construct a typewritten resume' and file it in his/her transition folder by May, 20--.
	(c) The student will participate in a mock interview process by April 2000.

Coordinated Activities: Participate in a mock interview, fill out job application, write a resume and complete vocational survey.

Annual Goal:	The student will complete the process of job shadowing one time. in 1/1 trials with 100% accuracy.

Objective: (a) Given a job shadowing experience, the student will meet with the sponsor and talk about the requirements of the job.

(b) Given a job shadowing experience, the student will tour the facility and shadow an employee for the day.

(c) Given a job shadowing experience, the student will name at least 5 skills necessary for a specific job.

Annual Goal: The student will participate in one community-based service activity.

Objective: (a) Given information about community-based service groups/organizations, the student will pick two sites of interest.

(b) Given a list of community-based service sites, the student will successfully complete one semester of service as measured by site performance criteria or task analysis.

Annual Goal: The student will demonstrate awareness of the post- secondary training and education required for jobs or careers by naming 3-4 post-secondary options.

Objective: (a) Given an interview form, the student will interview three or four adults (family or school staff) and record on the interview form:
1) what kind of job they have,
2) what kind of training or education was required for the job,
3) where they received the training,
4) how long the training lasted, and
5) what income a person in that particular job could expect to make.
The student will share that information with classmates and keep the information in his/her transition folder, as measured by the student and instructor.

(b) Given the responses obtained from the interview and following class discussion, the student will describe four reasons for attending postsecondary training and education programs by May 15, 2001.

Annual Goal: The student will identify 5 post-secondary options within the region.

Objective: (a) Given a career day, the student will attend and identify two-three career areas of interest and complete a fact finding form to include information such as: 1) types of or duties within a career area, and 2) what kind of post-secondary training or education is required for each of the careers. The student will share the information with the class and keep the information in a transition folder as monitored by a resource teacher.

(b) After class discussion and research on careers and jobs, the student will describe five jobs of interest that require training and education and five jobs that do not require post-secondary education or training.

Annual Goal: The student will identify post-secondary training options for careers of interest by listing 5 post-secondary options. in 1/1 trials. with 100% accuracy.

Objective: (a) The student will list the 2 post-secondary training options.

(b) The student will develop a portfolio of the 5 post-secondary training options that will include the following information:
1. Admission criteria
2. Tuition
3. Room and board costs
4. Financial services available
5. Office of Disabilities contact person
6. Following research and class discussions, the student will visit one post-secondary institution.

(c) Following a post-secondary site visit, the student will participate in class discussions about the visit and record the visit in transition folder.

Annual Goal: The student will develop a list of goals and knowledge of careers to develop a plan before entering high school.

Objective: (a) After watching a career discovery unit, the student will watch a video about careers and participate in class discussions.

(b) After listening to a guest speaker the student will be asked one question to gain information and a better understanding of the careers being presented.

(c) Given a homework assignment, the student will view a PBS or cable program on careers, the student will record information to share in a social studies class.

Coordinated Activities: Attend career fairs, visit post-secondary institutions, participate in class discussions after speakers' presentations, watch career video tapes, develop a portfolio of postsecondary institutions.

Needed Transition Service Area: Daily Living Skills

Annual Goal: The student will demonstrate awareness of independent/ home living skills by identifying a future adult living goal and listing the areas in which (s)he may need help.

Objective: (a) The student will make a collage of his/her ideas of a future home.

(b) Given 3 class field trips to apartments and model homes, the student will list the things (s)he would like for a future home.

(c) The student will list dress that assistance is needed.

Annual Goal: The student will demonstrate his/her awareness of healthy nutritious foods by preparing a menu of healthy foods from fast food restaurants.

Objective: (a) The student will collect nutritional information from three popular fast food restaurants and list those foods highest in fat content.

(b) The student will collect nutritional information from three popular fast food restaurants listing those foods lowest in fat content.

(c) The students will prepare a menu of three meals with total fat gram count being 50 grams or less.

Annual Goal: The student will demonstrate knowledge of money management by naming sources of money and planning a budget.

Objective: (a) Given a "mock" bank account, the student will make a budget, practice writing checks, make deposits, balance the account and pay monthly bills.

(b) Given a transition class, the student will name sources of money or supports for independent living (i.e., earned income from jobs, SSI, SSDI, AFDC, etc.).

Annual Goal: The student will complete a regular weekly schedule of chores.

Objective: (a) Given a "chores list" developed by a parent or grandparent, the student will learn one new chore, such as vacuuming, taking out the trash, mowing the lawn, sorting laundry, or loading the dishwasher each week and be able to do the chores each week with 100% independence as charted by a caregiver.

(b) Given an independent home living class, the student will participate in learning one new household chore each week with classmates and will perform chores like cleaning, dishes, cooking, menu planning, shopping, etc., with 80% independence as monitored by the home economics instructor.

Annual Goal: With one verbal prompt, the student will be able to hold a functional, selfhelp object (spoon, napkin, toothbrush, hairbrush, etc.) while allowing the functional effect of the item 70% of given opportunities.

Objective: (a) Given three daily living activities (brushing teeth, eating, grooming hair), the student will raise his or her arm to reach for and grasp a needed item (brush, spoon, napkin, etc.) when given verbal prompts and a physical prompt with the item 10 of 20 times.

(b) When given a functional item, the student will grasp and hold the item using both hands for five seconds with only verbal prompts.

(c) On a verbal and physical prompt, the student will hold a functional item with one hand for five seconds while allowing the functional effect.

(d) With only verbal prompts, the student will grasp and hold a functional item with one hand while allowing the functional effect of the item 70% of given opportunities.

Activities: Students are shown pictures of age-appropriate students participating in grooming activities. Self-help activities are modeled by instructor for students. Grooming activities are practiced hand over hand with students.

Needed Transition Service Area:
Instruction
Area of Need:
Pre-Vocational

Annual Goal:　　　The student will demonstrate the ability to transfer single objects to a container in succession with only verbal prompts 6 out of 10 times.

Objective:　　　(a) The student will use a preferred hand to push various items off the student's tray or table with some physical assistance 5 of 10 times.

(b) The student will use a preferred hand to push various items one at a time off the student's tray or table with verbal prompts at 60% accuracy.

(c) When a single item is placed on a student's tray or table, the student will push the item off into a container with only verbal prompts at 60% accuracy.

Coordinated Activities:　　　Place dinnerware in a drawer; drop condiments (salt, pepper and sugar) into a box; drop clothes pins into a basket.

SAMPLE TRANSITION GOALS AND ACTIVITIES

EMPLOYMENT & POST-SCHOOL ADULT LIVING ACTIVITES

Career Options

Activities to explore a variety of career options within career fields:

- Job shadow three businesses of interest
- Participate in two volunteer work experiences
- Interview worker in career area of interest
- Tour supported employment programs
- Enroll in Careers class and participate in related work experiences
- Attend "Career Days" seminar

Vocation Options

Activities to explore vocational options:

- Shadow Vo-Tech program for two days
- Contact rehabilitation services to determine eligibility
- Tour a Vo-Tech school
- Identify two vocational programs; tour and arrange an interview with instructor
- Identify a vocational program which would meet personal vocation needs
- Take vocation aptitude test
- Participate in high school vocational program of choice

Home Living

Activities to increase awareness of community living options:

- Determine personal needs/limitations in a living situation
- Visit two apartments for rent
- Look through ads and choose three possible living options
- Explore dorm possibilities on campus of choice
- Determine criteria for subsidized housing
- Visit a group home

Daily Living

Actives to increase daily living skills:

- Take Home Economics
- Review a lease
- Cook dinner one time per week
- Shadow maintenance person to learn basic home maintenance skill
- Develop a personal budget
- Open a checking/saving account
- List strengths/weaknesses and achievements
- List hobbies/interests and how they may relate to a realistic occupation

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POST-SECONDARY EDUCATION

College Programs

Activities to select and apply for a college program:
- Complete and submit financial aid packet
- Contact career-learning center to determine options
- Work with counselor/instructor to determine credits
- Contact/visit college of choice
- Contact guidance counselor to determine credits
- Review three post-secondary catalogs
- Take SAT/ACT exam

Assessment

Activities to update student's vocational assessment:
- Review vocational aptitude scores with instructor counselor
- Complete an interest inventory
- Self-assess vocational abilities and interest after completing work samples
- Shadow a vocational program/business and access necessary skills
- Collect assessment data

Transition Service Areas

In transition planning, the coordinated set of activities must be based on the individual student's needs; take into account student's preferences and interests and include the following six primary planning areas:

- Instruction

- Related services

- Community experiences

- Employment and post-school adult living objectives

- Daily living objectives (if appropriate)

- Functional vocational evaluation (if appropriate)

Discuss and address each of these areas at least annually. Specify in the IEP the types of instructional activities, environments and services the student will need in each area to meet the post-school outcomes. The statements of needed transition services and activities may be expressed in broad terms. The services that are the responsibility of special education will be outlined in annual goals and benchmarks or short-term objectives. A coordinated set of activities will include other persons and agencies and not just special education. Within the school, include guidance, vocational and general education program personnel, related service providers, extra-curricular activities, etc. Outside the school, include other agencies that are likely to provide or pay for the services. Include the parent and the student as active participants in this process. While the school cannot force parents to accept responsibility for providing a service, many parents want to be an active team member.

Needed transition services will vary based on the individual characteristics and needs of each student; However, there are some critical issues surrounding transition for exiting high school students. Transportation, medical care and insurance, guardianship/estate planning, interpersonal and social adjustment require consideration when addressing the six primary transition-service areas.

Instruction

Instruction refers to the use of formal techniques to impart knowledge and is typically provided in schools. It includes academic, non-academic and vocational experiences. In this area the IEP team will write in broad statements any instruction the student will need for successful transition between school and adult life. Service needs will vary depending on the individual student, but some examples of service needs in the area of instruction are included for purposes of illustration. At the middle school level, the IEP team may determine that a student needs instruction that will assist in planning for a course of study in high school or in making a successful transition from middle school to high school. Instruction to help prepare middle school students to succeed in the next program may include social skills, communication skills, self-determination and self-advocacy, career awareness, career exploration, student and parent training (re IEP & transition process) self assessment, self-management and organization, portfolio development, etc.

Activities/strategies to assist students in preparing for adulthood may include instructional services in these areas:

- financial management
- career awareness/career exploration
- transportation
- college prep
- daily living skills
- self-advocacy
- literacy
- functional academics
- employability skills
- occupation specific skills
- use of technology, equipment or tools
- social and/or communication skills
- personal and family relationships
- job acquisition and retention skills
- crisis management
- decision making

For college-bound students, there are specific issues students with disabilities need to understand:

The difference between Americans with Disabilities Act and the IDEA. Students attending college are no longer covered under the IDEA. They need to understand their rights under the ADA.

To advocate for themselves. Students who have relied on parents and school personnel to ensure their educational needs were met are shocked to find out they are responsible for communicating their needs and requesting accommodations. In most cases, it is the student who must inform the Office of Disability Services of his/her disability, provide documentation, request the accommodation, and inform the instructor of the accommodation.

That schools have different policies/procedures for requesting accommodations. Colleges and universities have slightly differing policies on how to request accommodations and make sure they are provided. *
Without adequate transition planning and instruction , many college students are unprepared for this new role. The transition to college is difficult for most students but especially so for students with disabilities.

For further information consult the LRP Publication Be Prepared! Guiding Students with Disabilities Through Transition from High School to College

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Related Services

Related services are services that are required to assist a student with a disability in order to benefit from special education transition services. Related services may include but not be limited to:

- **Transportation** to the job site

- **Language services** to teach work vocabulary and age appropriate expressive language for the work experience program

- **Audiology services** to teach environmental management strategies to facilitate good communication with employer and co-workers

- **Psychological services** to deal with work related problems, e.g., teasing by co-workers

- **Physical therapy** to provide specific exercises to improve ability to manipulate tools or improve head control for manipulating a computer input device

- **Parent training and counseling** to understand the transition process or the benefits of community experiences or about SSI Work Incentives

- **Social work services** to set up meetings with community agencies, explain the IEP process, explain agency roles in providing or paying for transition services

- **Orientation and mobility services** to teach students with visual impairments to negotiate around community environments

- **Occupational therapy** to help student set up living site and manage self-care

- **Recreation** including therapeutic recreation
- **Assessment services** to conduct evaluations to document disability for adult service agencies and/or college or university.

Transition services are based on the individual student's needs, preferences and interests. This list is only illustrative and not intended to limit the thinking and creativity of the IEP Team in meeting student needs.

Adapted from O'Leary and Paulson, 1991

COMMUNITY EXPERIENCE

Recreation
Activities to identify local recreation options.
- Visit/contact three recreation options
- Determine cost, rules and hours of recreation options of interest
- Evaluate recreation/leisure options of interest
- Participate in a specific recreation activity
- Explore school activities/sports

Acting	Chess	Golf	Painting	Swimming
Aerobics	Collecting Coins	Gymnastic	Quilting	Tennis
Arts/crafts	Cooking	Handball	Racquetball	Track
Badminton	Crossword puzzles	Hiking	Rafting	Volleyball
Baseball	Dancing	Horseback riding	Reading	Walking
Basketball	Darts	Horseshoes	Rodeo	Weights
Billiards	Diving	Hunting	Roller skating	Woodworking
Bike-riding	Dominoes	Ice skating/blading	Sewing	Wrestling
Bird-watching	Drama	Jogging	Shooting	Yoga
Boating	Drawing	Judo	Shuffleboard	Zoos
Bowling	Fencing	Karate	Singing	
Camping	Fishing	Knitting	Skating	
Cars	Football	Movies	Skiing	
Ceramics	Frisbee	Music	Soccer	
Checkers	Gardening	Museums	Softball	

Transportation

Activities to review and determine best mode of transportation.

- Obtain driver's license
- Find co-worker with whom to ride
- Compare cost/purchase insurance
- Complete driver's education training
- Call local transit to determine cost/services
- Practice riding local transit
- Purchase a car

Personal/Family Relationships

Activities to determine personal and family support agencies and services.

- Identify counseling and support needs
- Contact and interview potential professionals/groups to determine suitability to individual needs
- Participate in mentor program

Medical

Activities to become aware of/obtain medical support and assistance.

- Identify helping professionals in medical field
- Contact/locate medical assistance agencies in that area of interest
- Apply for medicaid/appropriate medical resources in the community
- Determine appropriate questions to ask medical professional
- Call medical professionals to compare service and costs
- Visit/research local community health services
- Design a file with all pertinent medical information

<u>**Financial**</u>

Activities to determine possible financial resources available:

- Call identified financial resources to determine eligibility requirements
- Apply for SSI
- Make applications through college financial aid office for scholarships
- Discuss work incentive options with local social security administration office.

Employment & Post-School Adult Living

The ability to achieve a satisfactory level of suitable and meaningful employment that will provide both income and personal satisfaction is the focus of this transition planning area. Determining career interest and abilities is usually more difficult than determining recreation and leisure activities or even community participation.
It is necessary to first determine present levels of performance, current career interest and any previous vocational experiences. Consideration of personal interests is relevant to making decisions regarding employment.
Understanding the world of work and work skills is critical to successful employment. All students need to know how to correctly complete an employment application, dress and prepare for a job interview, respond to routine interview questions and maintain a job with appropriate interpersonal and social skills. Knowledge of wages, benefits, advancement and working conditions is an additional factor for consideration in this transition planning area. Without this information a student cannot make the best career decision.
School curriculum can assist students through vocational exploration and a vocational awareness phase variety of community jobs, employer visits to the classroom, field trips, career research, individual and group projects, etc. Job shadowing and community-based experiences are also valuable to the process of career-decision making. Volunteering and mentoring are often-used methods for students to acquire career information. Formal and informal assessments are both important for documenting vocational choices. Work experience, along with the assistance of teachers, staff, parents and the community can help the student achieve long-term employment. It is fundamental to transition planning that students understand the concept of how employment affects one's self-esteem.

Daily Living/Adult Living

The ability to function and participate in the most appropriate living situation is considered in this transition planning area. This will range from living independently to institutional living with options in between including living with parents, group home, foster care and supervised and semi-independent living arrangements. The desire of students and families must be considered primary when assisting students to plan for the selection of a living option. Consideration must be given to ensure students have the basic skills necessary to take full advantage of the living outcome they choose.

Although most students anticipate living independently and can't wait to do so, they may actually know very little of the necessary responsibilities and obligations to do so successfully. It is necessary to obtain information about the student's present living arrangement and the mutual choice(s) for the future living situation. The classroom and the home are both positive environments for learning and making assessments and plans for living arrangements after high school. The following is a sample list of independent living skills:

- Organize and maintain personal and household possessions
- Bathe and groom self regularly
- Select, purchase, wash, iron and maintain wardrobe
- Plan, purchase and cook meals
- Read and follow label directions
- Operate household appliances
- Complete household chores and clean apartment/house
- Develop and maintain a household budget
- Pay bills in a timely manner
- Arrange for garbage/trash collection and utility services
- Know who to contact in case of emergency

Any of the above-identified skills are appropriate for IEP goals in the transition planning area of independent living. These skills will require input and assistance at home and school, opportunities in the community and contacts that help promote self-determination skills. The most prevalent reason students fail to live independently relates to budget and financial issues such as paying rent and bills.

Survival skills are an important part of successful community participation. For example students need to know what to do in the following situations:

What would you do if you missed your bus or transit?
How would you react if you were questioned about shoplifting after leaving a store?
What would you do if you fell and were hurt?
If your purse or wallet was missing, could you recall what would have to be replaced and how would you replace them.

Knowing basic survival skills promotes self-advocacy, relationships and successful integration.

To function at any level of independent living, students need to be aware of the following and know how to do each or identify whom to ask to do:

Planning/Scheduling
- Following daily routines
- Show up on time
- Get to where you are supposed to be
- Adapts to change routine
- Able to tell time
- Prepares for special outing
- Arranges special things to do
- Handles logistics
- Involved in planning an event

Time Management
- Plans homework time
- Arranges study time attends to homework
- Plans time for chores, meetings
- Leisure time
- Arranges transportation

Social Skills
- Telephone
- Phone etiquette
- Takes messages
- Dials phone
- Can use phone for emergency
- Can use directory

Reciprocal Relationships
- Gift giving
- Remembers birthdays send thank you cards

General Shopping Handling money/budgets
- Makes shopping lists; recognizes budget constraints
- Handles money exchanges

Local Items
- Pushes cart
- Uses store directory
- Asks for help
- Follows list
- Makes choices considering cost comparison

Restaurant
- Reads menu (or alternative)
- Communicates to waitress/waiter
- Uses manners
- Tallies bill (include tip, if necessary)

Dressing/Undressing
- Undress self
- Choose appropriate dress
- Dresses self
- Dresses appropriate for season

Hygiene & Toileting
- Use private and public
- Closes door for bathing, toileting, dressing
- Wipes self, flushes
- Washes hands and face
- Bath/shower
- Shampoo/rinse hair
- Manages menstrual care
- Shaving uses deodorant
- General health concerns
- Cold/flu knowledge

Caring for Others
- Pet care
- Sibling care
- Babysitting
- Elderly
- Handles money exchange

Grooming & Dressing
- Brush teeth
- Use mouthwash
- Brush/comb hair
- Styles
- Hair
- Skin care/make-up
- Uses make-up
- Clean eye glasses
- Clean hearing-aid molds
- Maintain appearance

Household Maintenance
- Keeping room neat
- Makes bed
- Changes bed linen \ straightens room

Handling Household Chores
- Does laundry
- Vacuum/dust/sweep

References

North Dakota Transition Project. Bridging the gap: charting a successful transition from school to living and working independently within the community (1994) . Bismarck, ND: North Dakota Department of Public Instruction Office e of Special Education

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Teaching Self-Determination Skills

To the teachers:

As educators become more involved with transition planning for students, we are learning that one of the most important things that students can learn is how to be responsible about his or her future. This process is called self-determination.

A self-determined individual has the ability to set goals and to work hard to achieve these goals. A self-determined individual knows how to capitalize on strengths and to compensate for weaknesses. As teachers, our focus should be on activities that allow the student to learn the value of decision making. Stress activities that teach a student to voice opinions in a constructive manner.

This chapter is written for the student. The teacher may use these activities in the classroom for transition planning.

Tips for Teachers: Self-Determination Skills

Self-determination is an important skill that is often overlooked in the school's quest for academic success. Success in life depends more on the individual's ability to relate to people. As the classroom teacher, create opportunities to help students move toward success in these areas:

- Realize personal strengths and weaknesses
- Realize personal preferences and interests
- Initiate decisions based on personal preferences and interests
- Set long-term and short-term goals
- Advocate on their own when necessary
- Communicate with others effectively
- State personal beliefs in a non-threatening way
- Act in a self-confident manner
- Self-regulate their behavior
- Respond creatively and positively to a crisis
- Deal with conflict and criticism
- Be persistent
- Access resources and support

Many programs are available that will help the educator to teach these skills. These skills can also be integrated into the regular program through short, fifteen-minute activities that discuss these skills and rehearse scenarios in which these skills must be used.

Students: It's Your Life!!!

As you approach the end of your high school career, many people will ask you what you want to do after graduation. Although these people make it seem like an easy question, it is a very hard one.

There is a secret that your parents, teachers, and other adults may not be telling you. They probably did not know what they wanted to do with their life when they were your age. Now, as adults, they may or may not be pleased with many choices that they made.

With a "little help from your friends", you can learn steps to make a decision that focuses on your interests and talents. This will help you as you choose a career, a place to live, hobbies, and even a "soulmate".

Here is the important part. No one can do this for you. Your parents and teachers, no matter how much they care about you, cannot do it for you. You must do it YOURSELF! This brings up something called self-determination. If you are effective in self-determination, you will find success in life after high school.

What is self-determination?

Self-determination is knowing what you want and how to get it. If you are self-determined, you have the ability to set goals and to work hard to get to these goals. You must be honest with yourself about the things that you are good and not so good at doing. You look beyond your interests and become involved in the community where you live.

Self-determination is a gradual process. During high school, you will begin to understand how to make decisions and to be aware of your needs. You will learn to speak your needs in a way that is not demanding or rude. You will become more self-confident in expressing your views and more patient in listening to others. Becoming self-determined takes lots of practice. You will make mistakes (everyone does), but don't give up.

As you become more self-determined, you will begin to look at the benefits of planning ahead. For example, it may seem like more fun to take many electives one semester, but you know that your end purpose is to graduate with your class. It may seem like more fun to stay up late each night visiting with your friends instead of writing a term paper due in English, but you know that you do not want to fail this class, so you work on the paper. Self-determination helps you discipline yourself to achieve your goals.

Where did all of this self-determination stuff come from?

The process of working hard and staying focused to achieve goals has been around forever, but our government began to stress this in 1990 for students with disabilities, when the Individuals with Disabilities Education Act (IDEA) became law. This law says that students with disabilities who are at least ages 16 through 21 must have a say in planning their Individualized Education Plan (IEP). The State of Tennessee encourages students who are ages 14 through 21 to attend their IEP meetings. You are at the IEP meeting to discuss your transition from being a student to becoming an adult. Transition means change. This change is happening to you, not to your teachers or parents, so it is very important that you be at this meeting.

At the IEP meeting, you are a part of a team. This team has members that help you in planning your future-your principal, your teachers, your parents and perhaps others, such as your guidance counselor or your case manager from the Division of Rehabilitation Services (DRS). This team will make decisions on how you can best achieve the goals that you have made for your life.

Before you exit from school, you may apply for services through DRS. If you are eligible, your DRS case manager or counselor can help you decide what job is best for you through personal interviews and vocational tests. Then, he or she can either help locate that job or assist with tuition for the vocational school or college that you should attend. This person can also talk to you about accommodations that you need to make in order to live with your disability more easily.

Everyone is different, so everyone's plan for transition is different. Some people have mild learning disabilities. Some people have severe physical disabilities. The IEP team will look at creative ways to help you to accomplish those postsecondary goals that you have.

What else doe the IEP team talk about?

The IEP team talks a lot about changes that can be made to help you learn in the best way while you are in school. It talks about how you will participate in the regular programs at school. Your teachers and parents will help you develop goals in the following areas:

• Employment-what do you want to do?

• Post-Secondary Education/Training-what schooling do you need after high school in order to reach your goals?

• Independent/Supported living-what do you need to learn in order to live alone? If you can't live alone, what help do you need in order to be as independent as possible?

• Community involvement – are you involved with good things outside of work and home?

This may seem like too much to comprehend, but relax! Everyone has to face the future. Good transition planning involves learning how to face the future with a plan in mind. Be flexible. Get to know your talents and unique needs. Listen to the wisdom that older people can give to you. Enjoy learning more about yourself and planning your adult life!

How To Get Ready for Your IEP Meeting

Your IEP meeting is a big deal, because it involves you and your future. There are things that you can do to prepare for this meeting.

What can you do before your IEP meeting?

• Plan to attend your meeting.
• Invite those whom you would like to attend your meeting.
• Know your strengths and weaknesses.
• Know your needs and preferences.
• Think about your classes for the past year. What went well for you? What did not work for you?
• Ask teachers about what will happen at your IEP meeting.
• Come with a plan and discuss it with an adult who will attend the meeting and support you.

What can you do during your IEP meeting?

• Listen to others.
• Share your opinions without interrupting or becoming angry.
• Ask questions if you don't understand something.
• Know your strengths and weaknesses.
• Take ownership for your meeting. State different views if you feel uncomfortable about the meeting.

What can you do after your IEP meeting?

• Thank others for attending your meeting.
• Follow through on what you said you would do. Check to make sure that others are doing the same thing.

• Make yourself available for a friend's IEP meeting, if you are asked.
As a student, you have both rights and responsibilities. The key to using your rights is to take charge of your responsibilities.

Student Transition Assessment

Name _____ Date_____

Note: This questionnaire may be modified in order to better meet the student's individual needs. It would be the most effective if given to the student in sections. Parents and family members can also answer many of these questions.

General Questions:
1. What are your greatest dreams?
2. What are your fears?
3. How do you feel about your disability?
4. Are there things that your school or family does for you that you could be doing for yourself?

Educational Questions:
1. What makes you successful in some classes?
2. Why do you have trouble in other classes?
3. What modifications help you succeed in school?
4. What skills are you lacking that you would like for your teacher to address?
5. What training or education do you need in order to work in your chosen career?
6. How are you going to pay for this training or education?

Career Questions:
1. What did you want to be "when you grew up?"
2. What do you see yourself doing in five years?
3. What skills do you need to learn in order to get the job that you want?
4. Do you prefer to work indoors or outdoors?
5. Do you prefer to work alone or with others?
6. What work experience do you have?
7. What do you like to do in your spare time?
8. What would your ideal job be?
9. What training do you need to reach your career goals?

Community/Residential Questions:
1. Where do you want to live after graduation?
2. How will you get around town after graduation?
3. What chores/jobs do you already know how to do that you will do when you leave home?
4. What chores/jobs do you need to know to do better before you leave home?
5. What skills do you need in order to use a bank effectively?
6. If you moved, how would you locate a place to live? Where would you go to set up services for that home or apartment?

Medical/Legal Questions:
1. Do you have a family doctor and dentist?
2. If not, do you know how to get a family doctor and dentist?
3. Do you understand the importance of health insurance? Do you know what to do in order to get health insurance?
4. Where would you go if you needed legal assistance?
5. What would you do if you did not understand a contract?
6. What kinds of insurance will you need other than health insurance?

Recreation/Leisure Questions:
1. What do you like to do in your spare time?
2. What do you do for exercise?
3. Where would you go if you wanted to learn a new hobby?
4. What recreational opportunities are available in your community?

Social/Interpersonal Questions:
1. What do you do when someone makes you angry?
2. If you were to move, how would you find new friends?
3. Do you have a group of people that you trust that you can talk to when you need to talk?

Student/Parent Questionnaire

Name _____ Date _____

The following questions will help you and your parents as you plan for graduation from high school. It will also help your teacher as plans are made for the classroom.

1. Give your age and year that you will graduate from high school.

2. Where do you see yourself living and working after graduation….
a. in 5 years?
b. in 10 years?

3. Are you comfortable discussing needs concerning your disability with others?

4. Are you presently involved with any agencies that will assist you after you graduate? Do you plan to become involved with some agencies?

5. Where and with whom would you like to live after graduation from high school?

6. What do you currently do with your spare time? What do you see yourself doing with your spare time…
a. In 5 years?
b. In 10 years?

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7. In what areas do you feel that you need to learn more about in preparation for graduation from high school?
a. Vocational
b. Financial
c. Independent Living
d. Getting along with others

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The Role of the Parents in Transition Planning

To the teachers:

With the emphasis on transition, the focus is on preparing the student for life as an adult. As teachers, it is easy to become involved in leading our students through many changes. We sometimes forget that the parents are also going through a transition in their lives. They feel a variety of emotions ranging from fear of their child's failure to joy for their successes to sadness, as their child becomes an adult.

We have a responsibility to be sensitive to the parent's needs. During IEP meetings, we teachers are often rushed and may not, in our haste, take the few minutes to really listen to the parent's concerns. Taking these few minutes will often help the parent to deal with the anxiety that he or she may be experiencing.

This chapter will provide the parent with tips for IEP team meetings and transition planning. It will also discuss the importance of keeping records in preparation for the transition from school to work. It will discuss the process of guardianship and conservatorship. Finally, it will provide questionnaires for parents and students to consider when they discuss life after high school.

To the Parents:

These are tough, but exciting times! As a parent, you have survived many stages of your child's life…the terrible twos, beginning school, those wonderful early adolescent years. You have watched your child's development often with pride and sometimes with frustration. Graduation from high school is fast approaching, whether you are ready or not!

This is where transition comes in. You have experienced many transitions, or changes, in your child's life. This is probably the most difficult transition that the two of you have experienced thus far. Both you and your child are experiencing some strong feelings about this change.

As a parent, your advice is invaluable! You have a perspective that no one else can offer. The teachers will have valuable information to share with you, but you have a perspective that no one else can offer.

In 1990, the Federal Government passed a law called the Individuals with Disabilities Education Act (IDEA). One component of this law was the issue of transition of students from the world of school to life. The new IDEA 2004 law says that schools must address transition by the age of 16 or earlier if the IEP Team deems appropriate.

This includes these four components:

- Employment – What does the person want to do to earn a living and become a productive member of society? How can the schools prepare the student for these goals? Are these goals realistic?

- Post-secondary education and/or training – Where will my child acquire the skills to become what he/she wants? How will he/she pay for it? What agencies will assist him/her in meeting this goal?

- Independent living – Is my child capable of living independently as an adult? What skills do the student need in order to live as independently as possible?

- Community participation – How will my child be involved in the community? Will he/she participate in recreation, church activities, or other organizations? Can he/she get around in the community independently?

The school will discuss transition planning at least at each meeting where the annual IEP is developed. The schools need you to help design these plans for your child.

Preparing for the Transition/IEP Meeting

The more you plan ahead, the better prepared you will be to participate in your child's transition/IEP meeting!

Prepare for the transition/IEP meeting by considering the following points:

- Complete the enclosed student/parent questionnaire with your child.
- Be prepared to share this questionnaire with your child's IEP team.
- Bring suggestions to meetings on what actions you feel are needed to meet or move toward goals in the transition plan.
- Make yourselves familiar with the various roles and functions of team members.
- Become aware of who is responsible for what services.
- Become aware of timeliness for completion of goals.
- Be supportive of your child's transition program.
- Participate in and reinforce the activities in the classroom and community that will prepare and help your child succeed in the adult world.
- Promote appropriate behavior.
- Teach and reinforce good grooming habits.
- Teach money management skills.

Parents have rights on behalf of their child.

- Parents have a right to have transition services included in their child's IEP while in school.
- The parents' right to transition services transfer to their child at the age of majority (18) unless conservatorship has been legally established.
- Your child is not necessarily entitled to adult services unless he/she meets the criteria of the specific program to which he/she is applying.

Questions You Might Ask at the Transition/IEP Meeting

Questions for Secondary School Personnel:

- What are the career and vocational objectives on my child's IEP?
- Will my child participate in job training, if appropriate?
- On what social skills does the IEP team think my child needs to work?
- I would like my child included in more vocational classes. What classes do you suggest?
- What types of vocational assessments are administered to determine my child's interests and strengths?
- Will my child be taught functional math and reading?
- What functional activities contribute to independence?

Questions for Post-Secondary/Vocational Training or Education Programs:

- What training programs are offered?
- What is the length and cost of the programs?
- What are the entry requirements of the program?
- What support services are available for him/her?
- How and where can financial assistance be obtained?
- What is the application procedure?
- Do you provide assistance in locating a job when my child finishes your program?

Questions for Adult Service Agencies:

- What programs and services are offered by your agency?
- What types of disabilities do you serve?
- How do you determine eligibility?
- What is the cost for your program? Can financial assistance be obtained and, if so, whom do I contact?
- Is there a waiting list for your programs? If so, how long?
- Who is the contact person?
- How old does my child have to be to receive your services?
- What is the duration of the services?
- What is my role and level of involvement?
- Do you offer individual and family counseling?

How You Can Help in Developing a Plan of Transition for Your Child

- **Involve your child.** Your child has specific ideas for his future. Take the time to listen to these ideas.
- **Set realistic goals.** Take your child's ideas, abilities and interests into consideration. Help him/her set goals that are realistic.
- **Encourage independence.** Move your child to more independent situations. This includes self-care, independent travel, money management, and decision making.
- **Gather information** about services that are available to your child upon graduation from high school. Find out about services available through Vocational Rehabilitation, and all other available programs. Place your child's name on any appropriate waiting lists. Gather information about guardianship and conservatorship, when needed.
- **Build self-esteem.** Have confidence in your child. Expect him/her to achieve with appropriate supports. Your confidence will send a positive message to your child.
- **Encourage friendships with peers.** Place your child in activities where he/she will spend time with youth that can be friends.

• **Provide real experiences.** Persons with disabilities need experiences in the community. Provide the opportunity for you child to participate in activities such as recreation, church, and youth organizations.

• **Encourage good grooming and good work habits.**

• **Encourage the child to learn to accept criticism.** In order to function as an adult, youth need to accept criticism with grace, whether this criticism is fair or unfair.

Guardianship/Conservatorship and the Age of Majority

In the reauthorization of IDEA, there is requirement for the transfer of students' rights from the guardian or parent to the student at the age of majority. Beginning at least one year before the age of majority, the IEP process must include a statement that the student has been informed of his or her rights and that these rights will transfer to the student upon reaching the age of majority.

In the state of Tennessee, a minor reaches the age of majority on his or her 18th birthday. Upon attaining the age of majority, all rights and privileges of an adult are granted to this individual allowing the 18 year old to legally make decisions about personal affairs, including educational matters.

The individual that turns eighteen is no longer legally subject to the authority of their parents. This is also true for an individual that has a disability regardless of the level of functioning.

In order for someone to make decisions on behalf of an individual with disabilities who has turned 18, a caring adult (which may not be the parent) must obtain a court order granting him or her conservatorship. A conservator is a person appointed to take care of the personal affairs of the disabled adult by providing partial or full protection, supervision, and assistance for person or property or both. A guardianship closely resembles a conservatorship except that the guardian provides the following for a minor: partial or full supervision and assistance for person or property or both.

If the person is the court ordered guardian of a minor that is disabled, then the guardian shall automatically continue as a conservator for that individual when he or she reaches 18 years of age. The exception to the above statement is that if the guardian is the Department of Children Services, the guardianship does not automatically continue.

To apply for a guardianship/conservatorship, contact the probate division of the circuit court in the local county.

The above information has been summarized from the Tennessee Code Annotated Title Guardianship Estates of Incompetents and chapter 12 Guardianship Generally. Copyright 1955-1998 by the State of Tennessee.

The Importance of Keeping Records

Preparing for services after high school is often a complicated and time-consuming process for students and parents. The family must contact many organizations and agencies in order to place the student in services after graduation from high school. Because of this complicated process, it is important that the family develop a system to keep track of contacts and information gathered from organizations. Tips for good record keeping are listed below.

Keep a record of all activities in which the student has participated in high school. This includes clubs, sports activities, service learning projects, and job training opportunities.

Keep a record of all communication with agencies. This includes letters and telephone conversations.

Develop an organization system for recording this communication. This can be a file folder system in which contacts to each organization are made.

Before the youth graduates from high school, obtain a record of all high school transcripts, evaluations, and reports.

By keeping accurate records of contacts, this will assist you in identifying the most appropriate services that are available for the needs of your child.

Transition Assessment for Parents

Dear Parent:

Please consider these questions as you prepare for the next IEP meeting for your child. At this meeting we will develop a transition plan, which will identify future goals for your child. These questions will help identify your dreams for your child as we prepare for the future.

Employment:
I think my child will work in a:
_____Full time regular job
_____Part time regular job
_____A job that has support and is supervised
_____Other: _____

My child's strengths in this area are:

My child seems to enjoy working as:

When I think of my child working, I feel that (s) he needs to develop skills in this area:

Education:
After graduation, my child will attend:
_____College
_____Community college
_____Vocational training
_____On-the-job training
_____Other: _____

My child's educational strengths are:

Recreational:
When my child graduates, I hope (s) he is involved in (check all that apply):
_____Independent recreational activities
_____Activities with friends
_____Organized recreational activities
_____Other: _____

During free time, my child enjoys:

My child's strengths in this area are:

My child's weaknesses in this area are:

Transportation:
When my child graduates (s)he will (check all that apply):
_____Have a driver's license and car
_____Walk
_____Use a bus or taxi independently
_____Use supported transportation (i.e., car pools, special program)
_____Other: _____

My child's strengths in this area are:

My child needs to develop skills in this area:

Please check 3 to 5 areas in which your child needs information/support.

Social/Interpersonal:
_____Making friends
_____Setting goals
_____Getting along with family
_____Handling legal responsibilities
_____Managing anger
_____Communicating needs appropriately
_____Getting along with the opposite sex
_____Other: _____

Personal Management:
_____Hygiene
_____Safety
_____Mobility/transportation
_____Money management/budgeting
_____Time management
_____Other: _____

Health:
_____Ongoing care for a serious medical condition
_____Sex education
_____Information on drug/chemical abuse
_____Other: _____

TEAM APPROACH

In 1990 IDEA legislated that transition services become an integral part of a child's IEP. The 2004 IDEA continued to strengthen the transition planning process by requiring measurable postsecondary goals based upon age-appropriate transition assessments. Measurable postsecondary goals are goals for after high school. The IEP should be designed to assist the student in meeting his/her goals for the future.

Transition services are not new to teachers. For years teachers have taught skills that students will use in the workplace. However, the legal requirements for transition planning have changed to make it much more comprehensive.

Teachers will be the ones to start the team approach to transition planning. Teachers will be responsible for addressing and complying with the legal components of transition. Teachers will not be alone in delivering these services but will ultimately be responsible for ensuring that the student's needs in current education and future adult life are addressed in the school as well as the community.

The transition process can be looked at as a ball game. The teacher is the coach who starts the process and helps to identify needs. The coach is also responsible for seeing that the rules and laws are followed; however, the coach is not the sole provider of services. Players on the team include students, parents, community agencies, related service providers, etc. The coach is there to ensure that each team member plays in harmony with others and to help the students and parents become the main players. The teacher receives support and assistance from the other team members. Transition planning is a group effort with the major focus being on student.

Tips for Teachers

"Tips for Teachers" is a step-by-step guide for starting the transition process. Follow this process for all transition-aged students and repeat it annually until graduation or exit from special education.

Prior To IEP Meeting
1. Identify individual goals or dreams.
    - Help students understand the IEP and transition processes, identify interests, needs and personal preferences.
    - Obtain input from parents and other significant people involved with the student.
    - Retrieve feedback from any person to be involved in the planning meetings.
2. Determine present levels of performance --- Scan the Environment.
3. Identify resources, programs and options.

During the IEP Meeting
1. Introduce the IEP team members and explain their role in the meeting. Define and explain reasons for transition planning and measurable postsecondary goals.
2. Lead the team to identify and prioritize desired outcomes and determine appropriate measurable postsecondary goals.
3. Create Long Range Plan and Strategies.
    - A statement of needed transition services is created.
    - This section provides for a coordinated strategic plan to help the student achieve their measurable postsecondary goals.
    - These strategies should create opportunities or services to achieve long-range goals and help eliminate or reduce barriers.
    - Identify resources, services or programs to help in achieving long-term goals.
    - Determine and specify responsibilities-including who will provide and/or pay for services.
4. Develop Annual Plan .
    - Update present levels of performance and determine if additional age-appropriate transition assessments are needed.
    - Select special education annual goals. Write short-term objectives, if appropriate.
    - Identify resources, programs and services or supports to achieve annual goals.
    - Determine and specify responsibilities for annual goals and short term objectives (if appropriate). Establish timelines

After the IEP Meeting
1. Implement plan
2. Monitor to see that services are provided.
    - Communicate with student and all service providers.
    - Review Annually (IEP Requirement).
    - Identify and determine if alternative strategies are needed to meet goals (IEP Requirements).

PREPARATION FOR THE IEP/TRANSITION PLANNING MEETING

Step 1: Send Invitation to a Meeting (Form 1)
Send a contact letter to parents explaining the concept of transition and transition planning. This letter notifies parents that transition will be addressed and their son/daughter will be invited to the meeting and should attend. The Special Education form follows this section.

Step 2: Conduct a Parent/Family Inventory (Form 2)
The Parent/Family Inventory illustrated later in this section, is best done through a person-to-person interview, but may be sent home with the letter in Step I for the parents to complete and bring to the IEP meeting. This form provides valuable information about the parents' desires and visions for their son/daughter. Encourage parents to visit with their son/daughter about the meeting, their future plans, needs, etc.

Step 3: Ask the student to complete a Student Transition Questionnaire (Form 3)
By having the student complete this form, which is presented later in this section, the teacher is better able to determine the student's interests and preferences. A personal interview with the student is encouraged to verify the information and any special considerations for this student. (The form should be tailored based on the student's ability level.) Discuss with the student the intent of the meeting, the focus of assisting with his/her goals, etc. Review the process, participants and time frame. Seek any concerns from the student. Encourage the student to review his/her student transition questionnaire and bring it to the meeting for reference, note taking, etc.

Step 4: Check to ensure parents have given consent prior to inviting any outside agency.

Step 5: Prepare for the IEP/Transition Planning Meeting (Form 4).
Ask the student to distribute progress reports to all of his/her classroom teachers (This is especially important if the teacher will not be present for the IEP/Transition planning meeting). Ask the student to invite his/her teachers to the meeting.

Step 5: Employment Training Evaluation (Form 5).
Ask the student to obtain an employer evaluation. If the student is working either part of the school day or after school hours, it is important to retrieve input from the employers regarding the student's job skills. Most employers are unable to attend the IEP meeting; however, they can still be a part of the team through the evaluation report.

Determine which agencies should participate in the IEP/Transition planning meeting based on student needs for support. Invite relevant agency representatives to the meeting.

INVITATION TO A MEETING

Form 1

Date:

Dear

Our school system would like to invite you to attend a meeting to discuss the education needs of
_____(child). It will be at _____(location
and room) on _____(date) at _____(time).

Members of our staff would like to meet with you for the following reasons.
(Check all that apply.)

____To review your child's educational status and determine what data, if
    any are needed to complete your child's education/reevaluation.
____To review the results of your child's initial evaluation/reevaluation and
    determine eligibility for special education and related services.
____To review and/or develop your child's Individualized Education Program (IEP).
____To consider a manifestation determination based upon your child's
    disability prior to a disciplinary action/hearing.
____To consider the need for a functional behavior assessment of your child.
____To consider the need to create or revise a behavior intervention plan.
____To consider the need to develop or revise the student's transition plan
    (The student and other agency(s) representative(s) are also receiving this invitation).
____To review your child's anticipated date of graduation or exit from special education.
____Other_____

Other people, and their titles, who will be invited to attend.

_____   _____

_____   _____

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PARENT/FAMILY INVENTORY

Form 2

The following is a Transition Inventory for Parents, a tool for transition dialogue at the IEP meeting.

Dear Parent(s):

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Inventory. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

Employment-

I think my son/daughter could work in:

_____Full time regular job (competitive employment)

_____Part time regular job (competitive employment)

_____A job that has support and is supervised, full or part time (supported employment)

_____Military Service

_____Volunteer work

_____Other

My son's/daughter's strength(s) in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that....

To work, my son/daughter needs to develop skills in:

Education:
Future education for my son/daughter will include (check all that apply):
_____College or University
_____Community College
_____Vocational training
_____ On-the-job training
_____Personal development classes
_____Other _____

My son's/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in:

Residential/Living:
After graduation my son or daughter will live:
_____On his/her own in a house or apartment
_____With a roommate
_____In a supervised living situation (group home, supervised apartment)
_____ With family
_____ Other _____

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that...

To live as independently as possible, my son or daughter needs to develop skills in:

Recreation and Leisure:
When my son/daughter graduates I hope s/he is involved in (check all that apply):
_____Independent recreational activities
_____Activities with friends
_____Organized recreational activities (clubs, team sports)
_____Classes (to develop hobbies, and explore areas of interest)
_____Supported and supervised recreational activities
_____ Other _____

During free time, my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that...

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

Transportation:
When my son/daughter graduates s/he will (check all that apply):
_____Have a driver's license and car
_____Walk, or ride a bike
_____Use transportation independently (bus, taxi, train)
_____Use supported transportation (family, service groups, car pool, special
program)
_____Other _____

My son's/daughter's strengths in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Review items in the following three areas. Please identify 3 to 5 areas only in which your son or daughter needs information/support.

Social/Interpersonal:
_____Making friends
_____Setting goals
_____Family relationship
_____Handling legal responsibilities
_____Handling anger
_____Communicating needs/wants
_____Relationships with the opposite sex
_____Counseling
_____Other _____

Personal Management:
____Hygiene Safety
____Mobility/transportation
____Domestic skills
____Money management/budgeting
____Time/time management
____ Personal care
____ Other _____

Health:

_____Ongoing care for a serious medical condition
_____Sex education
_____AIDS awareness
_____Information on drug/chemical abuse
_____Other _____

STUDENT TRANSITION QUESTIONNAIRE

Form 3

The following questions will help you (and your parents) think about your preferences and interests as well as services you will need after leaving high school. School staff will use your answers to assist you in planning and locating services that match your future plans. Your parent/guardian can help you answer these questions.

1. What do you plan to do after you leave school?

2. What are your interests in moving into the adult world?

3. Are you presently in contact with any agencies that will or may be involved with you after graduation? Do you plan to make or maintain contact?

4. Do you feel you can advocate for yourself when you graduate from high school or does your parent/guardian or someone else need to advocate for you?

5. With whom and where would you like to live?

6. Where would you like to work? What kind of work would you like to do?

7. What Recreational/Leisure facilities have you used?

8. In what areas do you feel that you need assistance after leaving high school? Please check all that apply.

_____Vocational	_____Placement
_____Work Training	_____Financial
_____Residential Placement	_____Recreation/Leisure
_____Social Relationships	_____Independent Living
_____Transportation	_____Sexual Awareness

9. What are your greatest dreams or goals?

10. What are your greatest fears concerning your future?

11. How can school/agency resources help you to reach your goals?

12. Is there anything school/family/agencies are doing for you now that you could/should be doing for yourself?

13. In what classes are you successful? Why?

14. In what classes are you experiencing difficulty? Why?

15. What modifications do you need in your classes to succeed?

16. How do you learn best?

17. What specific skills are you lacking that could be taught in school?

18. What further educational training do you wish you could obtain?

19. How will you pay for further educational training?

20. What job would you like to have in 2-5 years?

21. What skills will you need to get the job you want?

22. In what kinds of things are you successful? What are your least successful areas?

23. What kind of vocational training/education would you like to have after high school?

24. What hobbies, interests and recreation activities do you have that you could use in a career?

25. What job shadowing or job tryouts would you like to explore for possible careers?

26. What kind of work experience have you had?

27. What kind of transportation will be available to you after graduation?

28. What kind of chores/jobs do you do at home that will help you as an independent adult?

29. What kind of domestic skills are important to you? (cooking, household management, cleaning, etc.)

30. If you moved to a new community, how would you locate housing, recreational opportunities, transportation, medical/legal resources, etc.?

31. How will you manage your money after you graduate?

32. What banking skills do you need?

33. Do you have a family doctor? Dentist?

34. Do you have any medical needs that will require support beyond high school?

35. If you run into a legal problem, how will you handle it? To whom will you go to get help?

36. Who do you contact in case of an emergency?

37. What will you need to know about first aid if help isn't readily available?

38. If you don't understand the terms of a contract who can you go to for help?

39. What kinds of insurance do you need? How will you pay for it?

40. What do you like to do for fun?

41. What are your hobbies and interests?

42. Is there anything you wish you could learn how to do? (i.e. bowling, swimming, skiing, knitting, painting, etc.)

43. Are there any school activities in which you think you might like to get involved?

44. What recreational resources might you look for if you moved to a new community?

45. Would you rather spend leisure time alone or with others?

46. How do you handle conflicts or solve problems?

47. Who do you /would you /like to go to when you have a problem or need help at home? at school? in the community?

48. Do you have someone you trust to talk with when things aren't going well?

49. Who do you include in your circle of friends?

PROGRESS REPORTS

Form 4

Education Progress Report Period 1 2 3 4 5 6 7

Student: Teacher:

The following information is essential for the IEP meeting of the student.

Please return this completed form to _____ by _____.

What can this student do well? (Be specific.)

What challenges remain for this student? (Be specific.)

What modifications have you made to help this student be successful? (Be specific.)

What information or strategy do you need to help this student in your class?

Current grade:_____

Missing assignments: _____Absences: _____

Attitude:

EMPLOYMENT TRAINING EVALUATION

Form 5

Trainee/Employee Name:_____Date _____

Job Title:_____Job Site: _____

Placement Date:_____Current Date: _____

Job Coach, if applicable:_____

Please evaluate the employee on each of the behaviors below by checking appropriate blank.

The employee**:**

	Acceptable	Needs Improvement

- Arrives and leaves on time

- Has good attendance

- Makes appropriate phone contact

- Takes breaks appropriately

- Maintains good appearance

- Works well without reminders

- Initiates work on own

- Knows essentials of job

- Has mastered aspects of job

- Works at acceptable speed

- Gets along with co-workers

- Follows instructions

Comment_____

_____

Signature_____

Bibliography

North Dakota Transition Guidebook: Bridging the gap: charting a successful transition from school to living and working independently within the community.

Transition Assessment

The primary goal of transition is to enable students to become productive and integrated members of their community. Students, throughout the transition process, will go through various stages of growth and/or career development. Each stage will require different types of instruction and experiences. An assessment of the students' strengths, preferences and interests at each stage will be necessary to determine their best educational program.

The Division of Career Development and Transition of the Council for Exceptional Children defines transition assessment as:

> "An ongoing process of collecting data on the individual's strengths, needs, preferences and interests as they relate to the demands of current and future working, educational, living and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program." The National Collaborative on Youth and Workforce Development has published a guide Career Planning Begins with Assessment: *A Guide for Professionals Serving Youth with Educational and Career Development Challenges.* Free download from this site: www.ncwd-youth.info or www.disabilityinfo.gov

The federal and state mandates for transition assessment deliver to each school/school system a daunting, an almost overwhelming task in developing an effective assessment program. By law, transition assessment applies to the full gamut of students classified with disabilities. Transition assessments have to be broad enough to assess the skills the students will need in their immediate and future environments.

Some transitions, like getting older, will be made regardless, but some transitions like community participation, independent living, employment, etc. require careful preparation. The assessments of students' strengths, preferences and interests in areas such as employment, further education/training, daily living, leisure activities, community participation, health, self-determination, communication and interpersonal relationships are necessary in developing good IEPs.

The rationale for a broader assessment approach must be founded in what the purpose of assessment is. If the assessment purpose is to meet the letter of the law, then assessment procedures that do no harm should be chosen. If the assessment purpose is to develop good IEPs, then assessment procedures that provide meaningful data should be chosen.

If the broader and more meaningful assessment approach is to be implemented, educators have to move past using academic assessment, alone, in developing the student's present level of functioning.

The skills the students will need to function successfully in multiple environments cannot be determined by academic measures alone.

A comprehensive assessment approach requires the schools to make some very important and difficult policy decisions. It maybe more economical to choose one instrument to perform all the assessments, but no one instrument assesses the needs, interests and preferences of all students. It may be less cumbersome to train one person to conduct the assessments than it is to train all teachers, but good assessment practices should involve teachers, parents, students and others in this process.

The remainder of this chapter will address varied issues associated with transition assessment. At the end of this chapter is an appendix listing various assessment instruments. The different transition assessment instruments listed in the appendix are not recommended for use, they are just a sample list copied from the most current books on transition assessment.

When Should Formal and Informal Transition Assessments Be Completed?

The mandates as when to begin transition assessments are clear:

- IDEA mandates that transition plans be developed based on functional assessments of the students' strengths, preferences and interests. A functional vocational assessment is an integral part of age-appropriate transition assessment.
- Informal vocational assessments should be used to verify and supplement formal transition/vocational assessments. Informal evaluations should be conducted annually and/or: When more information is needed to better plan the students' vocational experiences.
- As the students are participating in various transition training programs.

What Are Some Basic Guidelines To Follow In Conducting Transition Assessments?

It is important that all transition evaluations be conducted in a manner that ensures the obtainment of reliable, valid and useful information. The following general guidelines should be kept in mind when planning transition assessments:

- A variety of methods, tools and approaches should be used.
- Formal (standardized) evaluations should be verified by using different methods, tools, and approaches.
- Behavioral observations should be an essential component of any transition assessment.
- Transition evaluations should be an individualized, ongoing process.
- Transition evaluations should be part of a service delivery system, not just to meet the letter of the law.
- Transition assessments should involve a multi-disciplinary team.
- Transition assessments should be conducted in multiple environments.
- Transition assessments should emphasize the students' capabilities as well as identifying their needs.

What Should Transition Assessments Include?

As previously mentioned, formal and informal transition assessments should be based on the skills the students will need to be successful in all life roles, and the supports they will need before, during and after the transition to adult life. The assessments should include these areas:

- **Functional Academics**: reading, math, grammar, spelling, communication skills, etc
- **Learning Styles**: best methods of instruction, decision-making skills, etc.
- **Vocational Aptitudes**: mechanical/clerical/organizational/spatial skills and the ability to work with large tools and small tools
- **Manual Dexterity**: gross/fine motor skills, manual/finger dexterity, eye hand coordination, etc.
- **Vocational Interests**: likes and dislikes for jobs, work site preferences, working conditions, etc.
- **Daily Living Skills**: budgeting, money, transportation, shopping, etc.

What Should Transition Assessments Include?

- **Job Seeking and Keeping Skills**: completing job applications, interviewing, work behaviors, support levels needed to be successful, etc.
- **Personal/Social Skills**: motivation, self-awareness, independence, ability to get along, appearance, etc.
- **Medical/Health Considerations**: vision and hearing abilities, physical condition, illnesses, speech problems, seizures, medication, etc.

Which Transition Assessment Instruments Should Be Used?

The selection of transition assessment instruments must be valid, reliable and cost-effective. The transition assessment instruments chosen must be based upon the characteristics of the target population and the types of questions to be answered. Assessment questions, in turn, must be based on the needs, preferences and interests of the students. A list of pertinent questions that should be answered before choosing a transition assessment instrument is as follows:

• Will the results be helpful to the teachers, students, parents and others in developing instruction programs?
- Are the tests reliable and valid?
- Do the tests compare the students' performance to an appropriate norm group or criteria?
- Do the testing procedures require the students to perform in ways that accentuates their abilities as well as their needs?
- Are the tests written and administered in a language understandable by the students?
- Do the students have enough experience to relate to the situations presented in the test?

Informal assessment tools are used to verify and supplement formal assessment data. As with formal transition assessment instruments, there are many different types of informal assessment tools (refer to the section on What Are Informal Transition Assessments?). The type of informal assessment instrument chosen will depend on the type of information that is being sought. For example, if the students are training on job sites, then the informal evaluations will center on identifying the students' employability skills. If the students' daily living skills are being assessed, then the assessments may center on identifying the students' abilities to plan nutritious meals, how to shop, etc.

A sample listing of different transition assessment instruments is located in Appendix A at the end of this chapter. These instruments are listed under different headings such as adaptive behavior tests, aptitude tests, occupational interest tests, and transition inventories.

What Are Formal Vocational Evaluations?

A formal vocational evaluation is an assessment of the students' aptitudes and occupational interests using standardized aptitude and interest instruments. It is the part of transition assessment that focuses on the students' employability skills and occupational interests. The purpose of the assessment is to collect and provide objective career information for parents, educators, students and others to use in planning appropriate educational experiences to enhance the students' employability.

Formal, standardized, vocational aptitude assessments can be administered in testing situations such as large groups, small groups or individually. As is indicated in Clark's Assessment for Transitions Planning, the standardized aptitude instruments that are used in these settings are of four very different types:

- Manual and finger dexterity tests
- Psychometric aptitude tests for professional, managerial, or performance and fine arts occupations
- Psychometric aptitude tests for vocational training potential and skilled, semi-skilled, and technical occupations
- Commercial work samples

Another major part of formal vocational assessments is the assessment of the students' occupational interests. Occupational interest assessments are designed to suggest students' current or potential areas of career interest. The premise for interest assessments is that students may take greater satisfaction and/or demonstrate greater motivation in a chosen curriculum, vocational training program and/or job.

As with formal aptitude assessments, interest assessments can be administered in either small groups, large groups or individually. There are two basic types of interest inventories:

- Verbal
  - Phrases or sentences to describe various actions/activities associated with various jobs or job clusters
  - Requires reading (some inventories require a high reading/language ability)
- Pictorial
  - A sequence of pictures used to represent various activities associated with various jobs or job clusters
  - Picture formats come in either:
    - Still frames
    - Film strips
    - Action videos
    - Requires low reading or no reading

In addition, these methods can be used to supplement the formal interest assessments:

- Interviewing parents and the students
- Job-shadowing
- Vocational classroom tryouts
- Exploring different work interests via work samples and/or job tryouts
  The major advantages in using formal vocational assessment data are that they can help to:
- Establish a dialogue about past, current and future learning experiences
- Determine a baseline on the students' aptitude and interest levels.
- Used to determine general post-school outcome goals.
- Provide information about the general level of difficulty, which the students may have in learning or performing in a vocational class and/or on a job.
- Provide information on the support level the students will need to be successful.

The major disadvantages of formal vocational evaluations are:

- The students are assessed in more typical testing type situations, which could produce excessive test taking anxiety.
- The test results could be incorrectly interpreted as the only measure of the students' potential.
- The teachers require extensive training in how to utilize the assessment data.
- Standardized vocational aptitude tests often have low predictive ability for future job performances.

- The students' verbal, reading, language abilities and career awareness often limit vocational interest test results.

- The formal standardized information may be difficult to translate into instructional programs.

Curriculum-Based Transitional Assessment

Curriculum-based vocational assessment (CBVA) utilizes performance-based measures as the primary means in determining the students' aptitudes, interests and work behaviors. The CBVA process uses well-defined, sequential activities involving tasks, materials, tools and techniques that are identical and/or similar to those used in vocational classes and real jobs. With this approach, the curriculum becomes the source for both testing and teaching where instructional and assessment materials are identical.

The CBVA classroom is designed to be a simulated work environment. By performing assessments and training activities in the simulated-classroom work setting, the CBVA offers the students the support of an educational atmosphere and the opportunities and challenges of an employment atmosphere. The teacher, acting as a job site supervisor, encourages the students to be as independent as possible. But, as student training needs arise, the teacher provides the training, documents the type of training and then notes the frequency of follow-up training.

In the CBVA classroom, the teacher conducts the assessments over a period of time with a range of six weeks to a year being average. These assessments allow the teacher to observe and record various types of formal and informal vocational information on the students. The assessment data generated by the CBVA addresses a number of factors, which should be considered when making decisions about placement options for students into regular vocational classes and/or employment. These factors include:
- The skills which the students are able to perform.
- The amount of assistance required by the students to perform those skills.
- The quality of the students' performances on the first trial.
- The number of trials required before the students are able to complete the job accurately from beginning to end.
- The students' work rate.
- The students' interest for each job activity and job type.
- The students' work behavior.

The major advantages in using a CBVA approach in assessing the students' aptitudes and interests are:
- The students experience less test anxiety, with assessment being embedded in the instructional process, than with other forms of assessment.
- The assessment process allows the students to explore activities and materials that are identical to those found in various jobs and/or vocational classes.
- The students are better able to express their job interest due to the hands-on experiences.
- The students are able to demonstrate their vocational aptitudes by completing projects.
- The CBVA can be modified to accommodate most students with disabilities.
- The teachers are better able to assess the students':
- Aptitudes and interests
- Level of assistance needed to succeed on a job or vocational class
- Quality of work
- Work rate
- Work behaviors
- The assessment reports are based on the students' demonstrated abilities performed over a long period of time.
- The assessment reports yield useful data for developing IEPs.
- The data provides for better predictions of entry-level job success.

The major disadvantages to the CBVA approach are:

- The cost in purchasing a curriculum package for each school verses the cost in purchasing a single vocational test for the whole school system.
- The time required for training the CBVA teachers.
- The dilemma of whom runs the CBVA classroom if the trained CBVA teacher goes on leave.

What Are Informal Transition Assessments?

Non-standardized, informal transition assessments can be used to verify and supplement formal evaluations, or they can be used to gather data that is not readily available from standardized assessments. These informal assessments can take on a variety of forms such as:

- Structured interviews with students, parents and others.
- Learning styles inventories.
- Teacher rating scales.
- Adaptive, behavioral, or functional skills inventories or checklists.
- Curriculum-based assessments from different courses.
- Situational assessments.
- Job and work samples.
- Job site supervisor rating scales.
- Cumulative record reviews
  - Medical information
  - Intellectual information
  - Academic information
  - Other assessment data in the students' files.

The instruments used to complete informal assessments can be purchased, locally developed or adapted from existing instruments and forms gathered from various sources. In developing or using information from non-standardized assessment instruments, as is indicated in Clark's <u>Assessment</u> for <u>Transitions Planning</u>:

> "The persons using non-standardized assessment instruments should agree before using an instrument that the responses to items have at least face validity for an individual student. That is, the findings are reasonable for that student and support what is already known about him or her from observations or other data sources."

The appendix has a listing of informal transitional assessment instruments. These instruments help assess the broader domains needed for transition planning.

Situational Assessments - A Versatile Type of Informal Assessment

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Situational assessments are informal assessments that can be conducted in numerous settings such as in the home, in the classroom, on the job and/or in the community. Situational assessments are particularly useful on the job site. These assessments can document the students' work interests, work skills, work behaviors, work rate, etc.

The first step in using situational assessments to evaluate students' work competencies is to develop an assessment instrument. In developing job site assessment instruments there is no need to reinvent the wheel for there currently exist many good instruments to evaluate the students' work competencies. In Appendix A is a copy of the LRE for LIFE Situational Assessment forms used to evaluate students on job sites.

After the situational assessment forms have been developed, those involved who will be utilizing these forms should be trained. The training should, to the degree possible, simulate the actual assessments that will occur on the job sites.

After the training has been completed, the next step is to arrange for the students to work at several different jobs. Before the students go out to the job sites, the evaluators should visit these job sites to determine what task and skills they will be evaluating.

The first day the students are on the job site, before any training occurs, an assessment should be conducted that establishes a baseline level of the students' skills. Subsequent evaluations should be conducted to determine the students' progress and interests in the various tasks being performed on the job.

In addition, the evaluator should interview the students' co-workers and work site supervisors to gain their perspectives of the students' abilities. The data provided from these assessments can then be used to answer the following questions about the students' work interests and needs:

- Does the student show a preference for a particular kind of job?
- What kind of interaction does the student enjoy most with other co-workers?
- In what type of setting does the student perform best?
- Will the student need accommodations, and if so, what type?
- Does the student socialize well with co-workers?
- Does the student demonstrate the necessary stamina and safety on the job?
- What training strategies work best for the student?
- What type of work ethic does the student possess?
- What level of production is the student able to attain?

These situational assessments can be very helpful in establishing the students' present level of performances in various vocational areas. Future training goals and objectives can be developed from these assessments. In addition, portfolios that contain many job site situational assessments can offer potential employers valuable data on what tasks, skills, etc. the students are capable of performing.

What Methods Should Be Used To Assess Students With Severe Disabilities?

The assessments of students with severe limitations in cognition, communication and physical abilities should follow the decision as to what these students' outcome goals are. If students with significant disabilities are to develop the skills to function in environments such as supported employment, supported living, community participation, etc., they will need very specific teaching of those skills. If for example, Student A aspires to the outcome goals of working within supported employment and living in a supported group home then the transition assessments should focus on identifying what skills Student A has and identifying what skills Student A needs to be successful in these future environments. The transition assessment of students with significant disabilities necessitates even more the need for a team approach in the evaluation process. The students with profound cognitive disorders who are unable to communicate their needs preferences and interests will require the input from the ones closest to them (parents, brothers/sisters, teachers etc.) to identify their transition needs.

The physically impaired will require assistive technology assessments to determine if assistive devices are needed. The visually impaired will require assessments from a vision specialist. The speech impaired will require assessments from a speech therapist and/or an augmentative communication specialist.

The assessment of students with significant disabilities has to be individualized. The same process that is used to vocationally assess all students in the school system will not be effective. The use of paper and pencil timed norm-referenced tests generally do not produce useful data for developing instructional plans. Most vocational assessment instruments used to assess students with disabilities will have to be modified to assess students with significant disabilities. The modifications will depend on the students' abilities and/or disabilities.

The first step in developing an individualized assessment plan for students with significant disabilities is to determine their:

- Postsecondary goals in the areas required by the IEP.
    - Employment
    - Post-secondary Education/Training
    - Independent Living
    - Community Participation.

Next, decide what assessments are needed to identify the students' present level of functioning in those areas. If the students are unable to respond appropriately to the formal, modified vocational assessments, then alternative types of evaluations must be used, such as:

- Transition planning checklists
- Situational assessments
    - Observations
- Adaptive behavioral scales, etc.

The final step in the assessment process is to coordinate all the assessment data into developing an IEP, and in determining what future assessments will be necessary. In Appendix A is a sample listing of adaptive behavior scales and transition planning inventories, etc. that can be used in this assessment process.

Do Students Need Preparation for Their Transitional Assessments?

Student preparation is critical if vocational assessments are to produce the most useful data. It is important to discuss with the students that the assessment is to learn more about their abilities, their needs and their interests so that more appropriate vocational training experiences can be provided. It is imperative in this discussion that the evaluator carefully walk the fine line between motivating the students to maximum performance and producing excessive test anxiety.

After the evaluation, it is important to give the students positive feedback on their assessment results. The communication should not be in test jargon but in a language the students will understand. The students need feedback on their existing abilities and the skills they need to develop. It is this type of partnership that will lead the students to become more involved in developing their educational programs.

What Are Some No No's of Transitional Assessments?

Transition assessments, as in all types of assessments, are prone to many errors. If the evaluator is having a bad day, the evaluations may not be administered in a proper manner altering the results. If the students are having a bad day, the results may not fully represent their true abilities. Any evaluation is only a brief and partial snapshot of the students' strengths and weaknesses. Consequently, the evaluation data should be observed cautiously. The following factors should be considered before interpreting any test results:

- No test score predicts perfectly.
- No test score determines future performance.
- No test results tell the entire story.
- No direct predictions should be based on test scores.
- No educator should interpret test scores he/she does not understand.

Summary

Formal and informal transition assessments are mandated by federal and state laws. The students' transition plans, according to IDEA, must be based on a functional assessment of their needs, preferences and interests. Tennessee State Law requires all students of secondary age to receive a comprehensive vocational assessment. The Tennessee Department of Education/Division of Special Education will monitor the students' files to determine if these formal and informal vocational assessments have been completed prior to the students' 14th birthday.

The best practices in performing transitional assessments are to conduct them by utilizing real tools and materials in natural settings over an extended period of time. If students can demonstrate their abilities, their performances become better predictors of success than predictions based on test scores alone. Assessments should capture not just the right answer, but also the reasonableness of the procedures used to carry out a task or solve a problem.

Transition Assessment Instruments

Area: Adaptive Behavior/Functional Capacity

Instrument	Target Group	Publisher
AAMR Adaptive Behavior Scale-School Second Edition	ages 6 – 14	PRO-ED, Inc. Austin, TX
Assessment of Adaptive Areas	ages 6 – 79	PRO-ED, Inc. Austin, TX
Checklist of Adaptive Living Skills Publishing	ages 0 – 70	Riverside Chicago, IL
Normative Adaptive Behavior Corp. Checklist	ages 0 – 21	Psychological San Antonio, TX
Responsibility and Independence Publishing Scale for Adolescents	ages 12 – 19	Riverside Chicago, IL
Scales of Independent Behavior Publishing	ages 0 – 65	Riverside Chicago, IL

Area: Aptitude

Instrument	Target Group	Publisher
APTICOM Program Research	ages 16 – adults	Vocational Institute Philadelphia, PA
Career Ability Placement Edits/Educational & Survey (CAPS) Testing	grades 7 – 12	Industrial San Diego, CA
Career Evaluation System Evaluation	ages 16 – adults	Career System Niles, IL
Career Scope	grades 7 – 12	VRI 1528 Walnut St Suite 1502 Philadelphia, PA

Instrument	Target Group	Publisher
Comprehensive Vocation Dial Evaluation System	Visually impaired/ blind	McCarron – System Dallas, TX
Differential Aptitude Corp. Test (DAT) TX	grades 7 – 12	Psychological San Antonio,

Instrument	Target Group	Publisher
Micro-Tower System Center Research	ages 15 – 64	International For the Disabled Micro-Tower New York, NY
Occupational Aptitude Survey & Interest Scale	grades 8 – 12	PRO-ED, Inc Austin, TX
Practical Assessment Exploration Assessment, Inc System (PAES)	grades 7 – 12	Talent Jacksonville, FL
Talent Assessment Program Assessment, Inc	grades 9 – 12/adults	Talent Jacksonville, FL

Area: Occupational Interest

Instrument	Target Group	Publisher
Career Exploration Inventory	grades 9 – 12/adults	JIST Works, Inc Indianapolis, IN
Career Occupational Preference EdITS/Educational System & Industrial Testing	grades 7 – 12/adults	Service San Diego, CA
Geist Picture Interest Inventory Psychological Dept. CA	ages 12+	Western Services, Order Los Angeles,
Occupational Aptitude & Interest Inventory	grades 8 – 12	PRO-ED, Inc. Austin, TX
Picture Interest Exploratory Survey	grades 8 –12	CareerEducation Media Tempe, AZ

Instrument	Target Group	Publisher
California Pictorial	grades 7 –12	EdITS/Educational &
Occupational Preference Testing		Industrial Service San Diego, CA
Pictorial Inventory of Careers Assessment Inc.	grades 6 – 12/adults	Talent Jacksonville, FL
Reading Free Interest Inventory Publications	ages 13+/individuals with special needs	Elbern Columbus, OH
Self-directed Search Form E	grades 7 – 12/adults	Psychological Assessment Odessa, FL

Instrument	Target Group	Publisher
Vocational Interest Screenings	ages 16+	VALPAR Tucson, AZ
Wide Range Interest Opinion Test Assessment	ages 5 +	Jastak Wilmington, DE
Wisconsin Career Education Needs of Assessment Instruction	ages 8+	Wisconsin Dept. Public Madison, WI

Area: Transition/Community Adjustment

Instrument	Target Group	Publisher
Arc's Self-Determination Scale United	grades 9 – 12	The Arc of States,
Arlington, TX BRIGANCE Life Skills Inventory Associates	grades 6+	Curriculum North Billerica,
MA Enderle-Serverson Transition Scale	ages 14 – 21	Practical Press Moorhead, MN
Functional Skills Assessment Catalogs & Programming Catalog	grades 6 – 12	Milligan Sandy, UT

Life Center Career Education Knowledge & Performance Batteries	grades 6 – 12	CEC Reston, VA
Social & Prevocational Information Battery-Revised	grades 7 – 12	Publishers Test Service Monterey, CA
Test for Everyday Living Hill	ages 12+	CTB/McGraw- Monterey, CA
Transition Behavior Scale Services	grades 11 – 12	Hawthorne Educational Columbus, OH
Transition Planning Inventory	ages 14 – 25	PRO-ED, Inc. Austin, TX
Work Adjustment Rating Form Testing	grades 7 – 12	Educational Service Princeton, NJ

COMMUNITY BASED INSTRUCTION (CBI)

Community Based Instruction (CBI) involves the development and implementation of a functional life skills curriculum that is integrated into the natural environment. CBI emphasizes the teaching of IEP objectives in the context where they occur using natural cues resulting in natural consequences. It is directly correlated to the techniques and methods that help students to learn. For example, many students with disabilities have a great deal of difficulty in generalizing skills and behaviors that are taught in a traditional classroom to the "real world." With CBI, the students are involved in real life situations that help eliminate the gaps between the students' education and their community. In order for this to occur, it is helpful to consider the following entities:

- Involvement of special education teachers
- Involvement of parents, guardians, etc.
- Involvement of participating agencies.
- Involvement of a vocational education representative and involvement of a general education teacher

It becomes obvious that a team approach is necessary to assist with the responsibility for developing and implementing individual transition plans. CBI also requires an understanding by the teacher of what is necessary for an individual to function as a successful adult and how to teach those skills in the community. Furthermore, since the traditional curriculum for students with disabilities has typically addressed the basic academic components emphasized in the general education curriculum, it often becomes necessary for teachers to change their teaching philosophy or to at least modify their ideas. With this in mind, programming becomes a product of directly relating the method of instruction to the individual student outcomes instead of just following a general pre-determined curriculum for all students.

Before implementing Community Based Instruction, it is necessary to focus on the following areas:

- Development of curriculum (what will be taught)
- How to assess students
- Coordination of fiscal and human resources
- Evaluating and monitoring program

What Should Be Taught

As with other aspects of educational planning, the development of Community Based Instruction should involve several sources of student information. The following are examples of the types of information that should be considered:

- Individual student transition statement - The postsecondary goal statement must be developed for the IEP. CBI programming should be directly related to this statement and the transition service needs of the students.

- Home Community Inventory – A very valuable piece of information is the feedback that is obtained from surveying the parents and students on what they believe is important for the students to learn. This information will assist the students in participating in their community and home environments in the present and as a successful adult in the future. Not only will the inventory help determine what the parent and student desire, but can also be used to determine what the student can or cannot do.

- Vocational Assessment – Information from a formal vocational instrument may assist in not only determining specific skills that the student possesses but how those skills could enable a student in future employment.

- Commercial Curricula – Two examples of commercial curricula that relate to community based instruction are Career Education by Diane Baumgart and Life Centered Career Education by Donn Brolin. Both of these curricula provide the teacher with a clear link between instruction and potential adult outcomes.

When planning and implementing a curriculum, it is also necessary to emphasize all of the areas that could be considered for community based instruction. Many times the only area that is addressed is the domain of vocational instruction. Examples of other areas that should be considered are:

- Recreation and leisure
- Daily living skills (i.e. purchasing, housekeeping, etc.)
- Functional academics
- Other post school adult living objectives (i.e. finding an apartment, banking, etc.)

How to Assess Students

A comprehensive method for gathering data and analyzing the results is an essential part of Community Based Instruction. This will involve the use of the following:

- Both formal and informal instruments
- Student and parent input
- Data collection of real activities in natural settings
- Use of several team members to collect data

Community assessment is often the most helpful and practical method of gathering data upon which to develop instructional programs. Collecting information from real activities in natural settings is an effective manner in which to determine a student's needs and the best teaching strategies. A task analysis for each activity should be performed with each task being broken down into small specific steps. As the student performs the steps, data should be recorded to determine progress and what areas need to be taught in subsequent lessons. Community assessment is an efficient method of gathering functional information to develop effective programming.

Coordination of Fiscal and Human Resources

An essential step in Community Based Instruction is determining the necessary resources to implement the program. Team members must make decisions concerning personnel, materials, transportation, administrative and monetary resources needed to conduct community instruction.

These resources must be coordinated with the development of staff and student schedules for the program to function properly. An efficient community based program must include a variety of supports to be successful.

Evaluating and Monitoring Programs

This is an area that is often overlooked in Community Based Instruction Curriculum. It is easy to become consumed by the teaching process and not spend the time necessary for evaluating whether the specific instructional strategies have worked to help the students realize their desired outcomes. Two methods can be utilized to evaluate and monitor the program.

- An ongoing analysis of the program can be performed to determine if the students are reaching their goals and if the instruction is more life skill centered.

- A second method of evaluation is to survey and interview students that have graduated and were previously involved in the program to determine if the Community Based Instruction actually led to meaningful outcomes.

Community Based Instruction is an invaluable method of programming that can have life enhancing results for students with disabilities when properly planned and implemented.

Fair Labor Standard Act (F.L.S.A.) and Guidelines

It is important that educators are aware of the Fair Labor Standards Act and its impact upon students that are participating in community based work experiences. Students must either be classified as trainees or as employees in these community experiences. If the students are considered trainees, they are not entitled to any payment for services. When the students are considered employees, they are entitled to wages, benefits and insurance comparable to any other employee.

Non Employment Relationships

According to the Fair Labor Standards Act, there are at least six criteria that should be considered to determine if a worker is an employee or trainee. If any one of the following criteria is not met, the worker should be considered an employee and should be paid.
- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
- The training is for the benefit of the trainees.
- The trainee does not displace regular employees, but works under their close observation.
- The employer that provides the training derives no immediate advantage from the activities of the trainee; and on occasion his/her operations may actually be impeded.
- The trainee is not necessarily entitled to a job at the conclusion of the training period.
- The employer and the trainee understand that the trainee is not entitled to wages of the time spent in training.

Guidelines

Where ALL of the following criteria are met, the U.S. Department of Labor Guidelines will NOT assert an employment relationship for purposes of the Fair Labor Standards Act:

- Participation will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.
- Participation will be for vocational exploration, assessment or training in a community-based placement worksite under the general supervision of public school personnel.

- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training or cooperative vocational education components will be included in the student's Individualized Education Program (I.E.P.)

- Information contained in a student's I.E.P. will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Department of Labor. The student and the parent or guardian of each student must be fully informed of the I.E.P. and the community-based placement component and have indicated voluntary participation with the understanding that participation is such a component does not entitle the student-participant to wages.

- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

- There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

- The students are under continued and direct supervision by either representatives of the school or by employees of the business.

- Such placements are made according to the requirements of the student's I.E.P. and not to meet the labor needs of the business.

- The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the I.E.P.

- While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

  - Vocational Exploration   5 hours per job experienced
  - Vocational Assessment   90 hours per job experienced
  - Vocational Training   120 hours per job experienced

The succeeding forms are examples of policies and procedures and mechanisms to collect data that have been successfully utilized for many years by the Knox County School System. Although these forms may be considered "best practice", it does not mean that they are best for all LEA's. Each LEA should determine what will work best for their school system and copy or modify this section to meet their program needs. Knox County Schools cannot claim that these procedures would be appropriate for others but only that these forms have proven beneficial for Knox County in implementing Community Based Instruction at all age levels. It is recommended that local education agencies adhere to established procedures of their system to approve new policies, forms and/or procedures.

Examples of Non-Paid Job Training Procedures

In order to facilitate the transition of our students into community-based work, it is necessary that students have training in actual community-based job sites. Most of these experiences will not include working for pay, but, should be viewed as teaching situations utilizing the actual work environment as a classroom and the product of the work site as our materials. Supervision and training will be provided by the teacher or teaching assistants and they will remain on site with the students. The training will meet the following criteria in order to be considered a non-paid training program.

- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

- The training is for the benefit of the trainees or students.

- The trainees or students do not displace regular employees but work under their close observation.

- The employer that provides the training derives no immediate advantage from the activities of the trainees or students and, on occasion, the employers' operation may actually be impeded.

- The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

- The employer and the trainees or students and their parents understand that the trainees or students are not entitled to wages for time spent in training.

In addition to the preceding criteria, each student's IEP must reflect goals and objectives which specifically address community-based job training in a non-paid situation. There must also be a community-based permission form signed by the parents and on file at the school. Also, a parent/student/employer agreement to non-paid vocational training must be obtained prior to each experience. The agreement must be on file at the school and the business.

The training sites will allow the school personnel the opportunity to evaluate a student's aptitude and interest on a variety of potential occupations while the student performs general work skills. The emphasis of the training program is on the acquisition of good work behaviors and job attitudes. It is anticipated that all students will have the opportunity to participate in numerous non-paid job experiences to accomplish the goals designed by the IEP Team prior to their transition program.

While addressing general work skills, the following areas of work behaviors and attitudes should be evaluated and improved upon:
- Time management and punctuality
- Personal grooming
- Independence
- Interaction with co-workers
- Self-motivation
- Safety skills
- General production
- Endurance

These areas of behavior and the student's general skills should be observed and evaluated by the instructor on the training site by a collection of data on the frequency of specific behaviors. The data should be collected on a daily basis and all teaching should be adjusted in reference to the results of the data. Along with these data based upon a task analysis of the training site, there should also be a training site evaluation form completed by a supervisor of the participating business at least once every six weeks. The following checklists and procedures should be utilized:

- The instructor should go on site to observe and familiarize themselves with the job.
- The instructor should develop a task analysis of the job and record specific behaviors necessary to complete the task.
- Each day the student should be evaluated using the analysis with the instructor marking the responses observed.
- The work behavior checklist should be recorded each day in conjunction with the task analysis.

The information from these data sources, the Training Site Evaluation Form, the Interest Checklist, and parental input should be used when planning and evaluating the goals and objectives of each student.

Knox County
PERMISSION FOR COMMUNITY-BASED INSTRUCTION

I understand _____ will participate in community-based
instruction during the _____ / _____ school year. I understand this training means that my
son/daughter will be leaving the school campus on a regular basis to participate in activities
included in his or her IEP.

_____
Parent Signature

_____
Date

In order to travel to these training sites, I understand my son/daughter may walk, ride on a
school bus/van, or ride a city bus.

_____
Parent Signature

_____
Date

KNOX COUNTY COMMUNITY INSTRUCTION CHECKLIST
This form should be completed by all staff before leaving the building for community training with students.

ED-3094/2003
Department of Education

KNOX COUNTY COMMUNITY INSTRUCTION

SIGN OUT / IN SHEET

ED-3094/2003
Department of Education

Date:

Staff Materials:

Copy of Emergency Card

Emergency Procedures

Data Sheets

Quarter

Sign Out

Teacher ID

Copy of Student ID

Check Students For:

Appropriate Clothing

ID / WalletCommunication Books

Calculator

Telephone Money

Money for Instructional Purposes

Initials of Person

Completing Checklist:

Date Initials Name of Student Destination Time Out Expected Return Time In Initials

PARTICIPATING AGENCY AGREEMENT FOR COMMUNITY-BASED NONPAID VOCATIONAL TRAINING

_____Knox County_____ **SCHOOL SYSTEM AND** _____

Participating Agency

PROGRAM PURPOSE: The participating business will provide students with disabilities an opportunity to experience many varied general work skills while participating in a vocational training program in a natural work setting. This experience will also afford the teachers an opportunity to evaluate the students' work behaviors and work attitudes as they would occur in an actual place of business. This arrangement between the participating agency and _____ Schools should be viewed as a valuable component in a total career development curriculum for students with disabilities. In essence, the business becomes the classroom for teaching purposes and the business product becomes our teaching materials to lend practical experiences to the educational world.

RESPONSIBILITIES

PARTICIPATING AGENCY (BUSINESS):

The participating business understands that it will derive no immediate advantage from the training program and that, in fact, its business may be impeded by the presence of the student. It is also understood that this experience is of an educational nature and should be viewed as a learning opportunity for the student in which the student receives the primary benefit. Employees of the business will not suffer job loss, reduction of hours, or loss of any other employment opportunities due to the presence of the students in training at the business. There is no obligation for any participating agency to hire any student that is taking part in the program and since it is an educational opportunity in which the sole purpose is to teach and to learn, then no remuneration is requested. Student trainees are not employees and will not be covered under Workmen's Compensation.

_____ **SCHOOLS:**

A teacher or a teaching assistant will accompany each student to the training site at all times and will provide most of the supervision that is required. All students that are training at the business site are enrolled in a community-based instructional program at _____

School

and will perform duties at the business which will reflect goals and objectives that have been established by school personnel, parents, and students in a team approach. An on-going assessment will be performed by the teacher and teaching assistant to determine the student's interest, general work skills, and work behaviors. This assessment will be accomplished with daily data collection based on a task analysis of the job, business evaluation form completed once every six weeks, an interest checklist. and parent input. School personnel will have responsibility for the students, and they will inform the business of any change in programming for the student.

BOTH PARTIES:
The days and hours that the student will participate, along with the exact type of work and the work station will be decided upon by the business and the special education teacher. Both the days and hours must be during regular school times. If, for any reason, the school is not in operation, the student will not be available for training.

_____
Special Education Teacher

_____
Transition Coordinator

_____
Business Representative

_____
Parent

_____
Student

PROCEDURES
FOR
KNOX COUNTY

COMMUNITY-BASED INSTRUCTION

_____ recognizes the need for community based instruction for its students with moderate, severe, and profound disabilities. These students learn better in the natural environment where natural cues provide natural consequences. This commitment to community based instruction requires an alternative approach to traditional teaching and certain assurances to parents and administrators. These assurances are listed below.

_____ Schools staff will:

1. Have a plan for emergencies that may occur during community instruction. That Plan will be on file in the classroom and the principal's office. It will be carried with the staff person during community instruction and will be followed.

2. Maintain an adult/student ration of 1:4 (or less) during community-based instruction.

3. Use community-based instruction as a means of teaching specific activities that are identified in the student's Individual Educational Program.

4. Document community-based instruction using appropriate data collection procedures.

5. Have on file a current Permission for Community-Based Instruction Form for each student participating in community-based instruction.

6. Complete a Community Instruction Checklist Form before leaving the building for each community-based excursion.

7. Complete a Notification of Community Instruction Sites Form before beginning community-based instruction.

8. Complete a Sign Out/Sign In Sheet for each community-based instruction excursion.

9. Follow a specifically designed schedule for community-based instruction which will be posted in the classroom.

10. Carry a copy of each student's Emergency Card during community-based instruction.

Knox County Plans For Emergencies During Community-Based Instruction

In case of emergency situations in the community, the major concerns are:

- Supervision and safety of all students

- Notifying proper authorities with clear, concise information

Before leaving campus, all procedures for community-based instruction will be followed along with these precautions:

- Each student will have on his person an Identification Card which gives personal information, including emergency medical information.

- Sign-out procedures should be determined at the beginning of the year with the building administrator.

- An administrator should be selected for contacting in case of emergencies. An alternative person should also be identified.

- An emergency packet should be placed in the office, or other readily available location, which contains the following items:

  - Student information cards
  - List of all community instruction sites
  - Pertinent phone numbers
  - Sign In/Out Sheets

The following pages include specific information for actual emergency situations. All staff members involved with community-based instruction will be familiar with this information.

MEDICAL EMERGENCIES IN THE COMMUNITY IN KNOX COUNTY

1. Minor Medical Emergencies
   - Determine the feasibility of remaining in the community
   - Locate a restroom to attend to the student
   - Complete the appropriate accident form

2. Major Medical Emergencies
   - Dial 911 for assistance
   - Ask for paramedic assistance
   - Give location of emergency
   - State the severity of the injury/accident
   - Contact the school administrator
   - Provide necessary student information
   - Building administrator will contact parent as to the nature of the emergency and the action taken

- If two adults are present, one is to go in the ambulance with the student

- If one adult is present, he/she should provide information, along with the student's Emergency Card, to the paramedics and remain with the group

- Complete necessary accident forms at school

DISCIPLINE EMERGENCIES IN KNOX COUNTY

1. Those students whom the teacher suspects have potential of creating a discipline emergency should be closely monitored in the school environment first. Data should be taken frequently so that the teacher can determine the most effective behavior program for the student. Based on data, community-based training can be carefully planned.

2. The teacher may choose to train only the student with the behavior problem on initial trips. The teacher may also choose to train in close proximity to another teacher or adult (in the same shopping center or store). Short training sessions and limited distractions will be helpful.

3. If appropriate behavior in the community requires removal of the student, the supervising adult should return to school with the student(s).

4. If the student refuses to return to school, phone the building administrator and request assistance at the site. The administrator may then contact appropriate staff for assistance. If it is not possible to phone, ask an adult at the site to phone the school for you.

5. If the student leaves the site, follow procedures for lost students.

LOST STUDENTS OFF CAMPUS

1. The supervising adult or a responsible adult who is available at the scene should contact the building administrator or designated person and give the location and pertinent details of the situation.

2. If two adults are present, one should search the premises while one remains with the group.
3. If one adult is present, s/he should search the premises with the entire group. In addition, s/he should request assistance from available security systems.

4. If the student is not found within fifteen minutes, the building administrator is to be contacted again for additional instructions. The administrator will make further contact as necessary to parent and law enforcement agencies. The staff member at the scene will supply information such as what the student was wearing and the location s/he was last seen.

5.   If the student is lost on public transportation, give full information to the transit system, including student information, what route the student was last on and a description of the trip. At the beginning of the school year, contact transit system to find out who to call and when to call the central office of the system.

6.   Write a summary of the incident and give a copy to the building administrator and the program supervisor.

6.   Notify all persons involved when the student is located.

LOST STUDENT ON CAMPUS

1.   Teacher assistant remains with class (if teacher is out of the classroom), Assistant should contact the teacher to return to the room.

2.   Teacher checks schedule to see if student is with related services, staff, or at work. The teacher then searches the immediate area:
- Bathrooms
- Other Classrooms
- Stairs

3.   If student is not found in the immediate area, the teacher should get help from other adults (assistants, other teachers). Teacher gives directions to searchers:
- Cafeteria
- Gym
- Library
- Bathrooms
- Outside Areas
- Searchers should meet in the office, check designated areas, then meet in the classroom.

4.   Notify building administrator and/or office staff.

References

Baumgart, D. (1990) Career Education: A Curriculum Manual for Students with Handicaps. Rockville, MD: Aspen Publishers, Inc.

Brolin, D. (1990). Life Centered Career Education. Reston, VA: Council for Exceptional Children.

North Dakota Transition Guidebook. Bridging the gap: charting a successful transition from school to living and working independently within the community. North Dakota Department of Public Instruction Office of Special Education.

Butterworth, J.R., Brown, M.A. Stooksbury, J.M. (1999)Transition from high school to the real world: How to get the job done. Knoxville, TN: LRE for Life Project

Meeting the needs of youth with disabilities: Handbook for implementing community-based vocational education programs according to the fair labor standards act. 2nd edition (1999). Minneapolis, MN: The National Transitions Network Institute on Community Integration.

Special thanks to Diana Gossett, Lisa Griffin and Tom Moorehead of Knox county schools for community based instructions forms. A database, searchable by county and by service, is provided by the Peabody Center at Vanderbilt for adult services in Tennessee. The Disability Pathfinder home is: http://kc.vanderbilt.edu/tnpathfinder/

ADULT SERVICES

The range of adult services available to students exiting school will vary based on the community (e.g. number of group homes, supported employment agencies, etc.). Generally school systems will have access to the following agencies:

- Vocational Rehabilitation
- Adult Community Rehab Services
- State of Tennessee – Division of Mental Retardation Services
- State of Tennessee – Department of Mental Health and Mental Retardation
- Vocational and Technical Education
- Job Service Tennessee
- Office of Work Force Development
- Post-Secondary Education and Training

The various adult service agencies perform an essential role in the transition process. Not only should agency representatives be involved in the implementation of the transition goals and objectives, but it is also very important that the service providers be involved in the early stages of transition planning.

The incorporation of an interagency agreement and annual interagency meetings thereafter to identify agency responsibilities and timelines for specific personnel to become involved is a necessary step toward the successful transition of students to adult service providers. It is also important to give all agencies advance written and oral notice of any meeting where their attendance is requested and always follow up with invitations to any additional meetings when students have been made eligible for services and/or may be receiving services from a provider. To facilitate the process of applying for eligibility, one should secure an authorization to release psychological information and any other file information that could be necessary.

After this first step of eligibility is initiated, it will usually be necessary to conduct at least one other meeting to complete planning and delivery of services. It is very important to have all records necessary for eligibility at the initial intake meeting because the timeline to be made eligible for some adult service providers can be up to three months or longer.

If unsure of the specific requirements, preference for service delivery or time frames of various adult service providers, it is important to contact the appropriate agencies and secure this information in writing. Periodically, it will be necessary to update this documentation because it is often subject to modification by the providers. This preparation will result in better facilitation of student goals and objectives for all parties and it will also increase communication.

The building of relationships between the school system and adult service providers is one of the most important transition tasks that a school case manager can perform. Increased communication and enhanced dialogue between all agencies will often be the determining factor of a successful transition for the various students. The following is a list of suggested activities to promote the development of professional relationships between the school and other agencies.

- Develop a formal interagency agreement and meet at least once a year to make modifications.

- Invite service providers to staff meetings to explain their services.

- Have students and/or parents visit adult agencies as a transition activity.

- Have students call various providers to ask student prepared questions.

- Invite agency personnel into the classrooms to discuss their services with students.

- Ask adult service providers to summarize information about their agency in writing to disseminate to students and parents.

- Form an interagency group and meet on a quarterly basis to discuss programming and share ideas on transition.

- Have a job fair and invite service providers, parents, students and staff.

- Ask adult service providers to identify a representative from their agency to be the contact person for IEP meetings.

- Ask for provider input on appropriate activities for the school curriculum that are realistic and functional.

Agency Roles & Responsibilities

In Tennessee, no single agency should have the sole responsibility for the transition process. The school systems are mandated to provide transition planning for all students that have a disability, but many different agencies should??? be involved and should cooperate to make the transitioning of students to adult life as smooth as possible.

DIVISION OF REHABILITATION SERVICES
(Vocational Rehabilitation)

(Tennessee Data)

       Vocational Rehabilitation is a public service financed by state and federal funds. The purpose is to provide individuals with disabilities the opportunity to prepare for, secure, retain or regain employment in an integrated setting.

Eligibility

- The individual has a physical or mental challenge which constitutes or results in a substantial impediment to employment.

- The individual may benefit in terms of an employment outcome from Vocational Rehabilitation.

- The individual requires services of Vocational Rehabilitation to become competitively employed.

- SSI/SSDI Social Security benefit recipients are automatically eligible for Vocational Rehabilitation services provided they intend to seek employment.

DRS is an eligibility program rather than an entitlement program. Individuals can be referred for DRS services by other agencies (including the schools) or can make their own referral. Individuals referred to DRS may receive an assessment of medical, social, psychological, education and vocational factors in order to determine the individual's potential for employment.

Vocational Rehabilitation has sixty days from the initiation of a referral to determine eligibility. The school system and Vocational Rehabilitation can work together to obtain needed evaluation information to prevent duplication of effort. The 1998 Rehabilitation Act Amendment requires Vocational Rehabilitation agencies to:

> *"Use to the maximum extent appropriate, existing information available from other programs and provider…and information that can be provided by the individual…to determine eligibility for services and for choosing goals, objectives and services." (Section 101. (a)(9)(A)*

The eligibility process is guided by the Rehabilitation Act Amendments of 1992 (PL 102-69). This act includes a "presumption of capability".

> *"Individuals with disabilities including individuals with the most severe disabilities, are generally presumed to be capable of engaging in gainful employment and the provision of individualized vocational rehabilitation services can improve their ability to become gainfully employed." (Section 100.(a)(3)(A))*

Once a person is deemed eligible for services, a case is opened, and an Individualized Plan for Employment (IPE) is developed. The IPE is jointly developed between the counselor, the student and his/her family. This plan should reflect the services deemed necessary to achieve the vocational goals. The IPE is designed to achieve employment objectives and must have a clear and specific vocational goal and measurable objectives with evaluation criteria.

If an IPE indicates that supported employment will be provided, there must be a description of the time-limited services to be provided by Vocational Rehabilitation, a description of the extended services, the agency which will provide the extended service and a description of the basis for determining that continuing support is available.

Division of Rehabilitation Services

The type of services provided is based on the need of the client. Just about any service that will help an individual become employable is available. Whatever assistance is needed, Vocational Rehabilitation Staff will assess the needs and provide the appropriate services.

- **Diagnosis** – A medical assessment determines whether the individual has a disability and what can be done to eliminate or reduce it; vocational assessment determines interests, talents and areas of employment potential; assessment for rehabilitation technology is available when appropriate.

- **Treatment** – Depending on needs, treatment services are available for both medical and vocational purposes.

- **Prosthetic** – Prosthetic appliances (artificial limbs, hearing aids, braces, etc.), will increase the client's ability to work.

- **Training** – Depending on the employment goal the client may receive training on the job, at a trade school, business school, college or other facility.

- **Maintenance and Transportation** – If the client qualifies, these services help meet living expenses while enrolled in the program.

- **Counseling and Guidance** – Counselors assist the client in developing a rehabilitation program and implementing that program.

- **Placement** – Staff will help locate jobs to match skills and interests as well as help obtain tools, equipment, licenses, permits, maintenance and transportation services if needed.
- **Post-Employment** – Counselors provide the support needed to keep clients employed including any of the services previously listed.
- **Rehabilitation Technology** – The counselor may assist the client or employer in making reasonable accommodations at the work site by modifying and adapting equipment, appliances and devices.

Supported Employment

The addition of supported employment to the services provided by Vocational Rehabilitation agencies was an effort to make the changes needed to increase program effectiveness and flexibility for those individuals with severe disabilities. Supported employment combines VR time limited services with the services of other agencies. Supported employment was defined in the Rehabilitation Act of 1992 as:

> *"Competitive employment in an integrated setting, with on-going support services for individuals with severe handicaps for whom competitive employment has not traditionally occurred, has been interrupted intermittently as a result of severe handicaps or transitional employment for persons with chronic mental illness."*

Key concepts as defined in Supported Employment Infolines (1997) included in the federal definition of supported employment are:

- **Most Severely Disabled.** An individual shall be eligible to receive supported employment if he or she is determined to be an individual with the most severe disabilities. These are individuals who have not worked competitively or now have a history of interrupted or intermittent competitive employment.
- **Integrated Settings.** A setting in which an eligible individual interacts with non-disabled persons, excluding service providers, to the same extent that a non-disabled worker in a comparable position interacts with others. The emphasis is on interaction.
- **Competitive Work.** Employment must provide full-time or part-time work. Hourly goals for weekly employment are determined on an individual basis. Competitive employment outcomes are limited to those in which the individual earns at least minimum wage. When individuals are in settings earning less than minimum wage under section 14© of the Fair Labor Standards Act they are not considered to be competitively employed. Only if an individual is earning minimum wage at the end of the training phase, can the placement be considered a competitive, supported employment outcome.
- **On-going Support.** The individual must be provided the needed and appropriate supports, such as job site training, transportation, family support or any service necessary to achieve or maintain the supported employment placement throughout the term of employment. On going support must include, at a minimum, twice monthly contacts with the supported employee at the work site, to access job stability, unless off-site monitoring is requested by the client and must consist of at least two face-to-face meetings with the individual and one employer contact monthly. Individuals may choose to waiver the on-going support, if they feel they do not need this type of long term follow-up.

ZAGER

- **Extended Services.** Extended services are ongoing support services provided once the time limited vocational rehabilitation services are completed and consist of provision of specific services needed to maintain the supported employment. Extended services are not funded through Vocational Rehabilitation and, therefore, must have another funding source. These sources include ADVP CAP-MR, private pay, and Medicaid reimbursement. The provider of extended services must be identified in a client's IPE.

In the area of supported employment, Vocational Rehabilitation considers services such as training site development, on-the-job site training and supported employment supplementary evaluations as part of the intensive training phase which is the portion of supported employment funded with DRS funds.

Supported employment services are delivered through a contract arrangement between DRS and another agency such as a private community rehabilitation provider, an adult day vocational program or a private employment agency. A job coach (sometimes called an Employment Specialist) delivers the actual supported employment services. A job coach oversees job placement, job site training, advocacy and ongoing monitoring. Follow-up services may or may not be provided by the job coach. In some cases, follow-up services are provided by a case-manager, in coordination with the job coach or a community resource trainer.

Adult Community Rehabilitation Services

Adult Community Rehabilitation Services are usually provided by private, non-profit corporations that are chartered by the State of Tennessee and are located in various communities across the state. The goals of the agencies are to provide a variety of services that will meet the many needs of the disabled adult population. Historically, one usually associates sheltered workshops and work activity programs with community rehabilitation agencies, but today's agencies are often much more progressive and offer a tremendous array of services to assist in increasing the independence of the adult disabled population in all areas of adult living.

The following are potential services that may be available at specific agencies across the State of Tennessee:

- Community-based job training
- Supported employment
- Vocational evaluation
- Facility based work adjustment
- Independent living training
- Independent living apartments
- Social services
- Job placement services
- Adult day services
- Traditional sheltered employment
- Residential group homes
- Recreational activities

The available options and services will vary from community to community and from one adult community rehabilitation agency to another. Most adult rehabilitation agencies will focus on some aspect of vocational training and placement as the major component of their program. Adult programs are often funded in part by many different sources which may include, but are not limited to the following:

- The Department of Human Services, Division of Vocational Rehabilitation
- Division of Mental Retardation
- Association of Retarded Citizens
- Sponsorship from non-profit service organizations
- United Way

When planning for a transition from school to an adult community rehabilitation agency, it is important to acknowledge some of the significant differences between the two. Special education services are mandated for all individuals with a disability in the public schools, whereas community rehabilitation agencies may have eligibility requirements, waiting lists, and service gaps. Another important difference is that although students may have been eligible to receive services in schools, they may not be found eligible for adult community rehabilitation programs. With the above issues in mind, it becomes obvious that when considering a referral to an adult agency that early planning is a necessity.

State of Tennessee
Division of Mental Retardation Services

The Division of Mental Retardation Services provides an array of programs for persons with mental retardation. Community services are made available by private agencies through contracts with the state. DMRS also operates regional developmental centers but the emphasis on service delivery is through the community. DMRS funds a menu of services and supports. Services are individually tailored to the needs and preferences of each person by the person and his or her circle of support or support team. All services must be authorized by the DMRS's Regional Office. The following are examples of services and training opportunities that are available:

- Support Coordination – Support Coordination is responsible for planning and coordinating the development and implementation of all services for the person. The intent of the service is to enable the individuals to make choices and receive appropriate support and services in a cost-effective manner. The support coordinator has the responsibility of helping eligible persons and their families to identify, locate and access all DMRS funded services, other necessary services and informal community support.

- Day Habilitation – Provides individual training and support in the acquisition and improvement of daily living skills, social skills and communication skills. Vocational services may also be provided which include vocational training, work adjustment training and work experience in a sheltered situation.

- Supported Employment – Consists of paid employment for persons for whom competitive employment at or above minimum wage is unlikely without assistance from intensive, ongoing supports that are either paid or unpaid. Employment is conducted in a variety of settings especially in work sites that are primarily populated by persons without disabilities.

The individual will be involved in at least 20 hours of community employment in an integrated setting. If an individual is employed for less than 20 hours per week, the agency is responsible for providing additional hours of community inclusion activities. Supported Employment is provided in accordance with the individual support plan and the authorized service plan. Services funded by the Division's Medicaid Waiver are available to an individual only after the person has gone through Vocational Rehabilitation Services.

- Community Participation – Services are provided to individuals to help them access and participate in normal activities of community life. These services are developed by emphasizing the choices of the individual and by providing supports that encourage a wide variety of opportunities to build relationships and natural supports in the community. The activities may include exploring the community, companionship with friends and peers, leisure activities, hobbies, education experiences and many other activities where persons without disabilities are involved. Community participation is provided in accordance with the Individual Support Plan and will consist of 20 hours of community inclusion or employment activities each week.

- Supported Living – Residential supports are developed on an individual basis to provide services that enable a person to live in his or her own home. The supports should be designed by and for each person with a disability and each person should choose the supports they want. Through supported living, persons with disabilities are connected and sustained by their community. The type of residence may be an apartment, single family unit or some other type of structure that is normal for the community.

- Residential Habilitation – Residential Habilitation commonly referred to as group homes, provides assistance with acquisition, retention or improvement in skills related to activities of daily living. The daily living activities are such things as personal grooming, personal cleanliness, bed making and household chores. Social and adaptive skills are also addressed.

Additional services that are available are as follows:
- Diagnosis & evaluation services
- Family based living
- Personal assistance
- Nursing services
- Physical therapy
- Occupational therapy
- Speech, hearing, and language services
- Enhanced dental services
- Nutrition services
- Specialized equipment, supplies, and assistive technology
- Respite care
- Environmental accessibility adaptations

Eligibility Requirements

- Eligibility for state funded day services, residential services and support services.

- Must have a primary diagnosis of mental retardation.

- To be eligible for day habilitation services, a person must be at least 22 years of age.

- Eligibility for Medicaid Waiver funded services is based on both programmatic and financial eligibility criteria.

- A person must have a primary diagnosis of mental retardation from a licensed examiner.
- The person must meet eligibility criteria for admission into an ICF/MR.
- There are no age restrictions for waiver eligibility with the exception of day habilitation services for which a person must be 22 years of age.
- Financial Eligibility – In order to be financially eligible for the waiver, a person's income must not exceed 300% of the current SSI amount.

Enrollment

Requests for services must be submitted to the DMRS's Regional Offices. Requests may come from any source, including individuals, families, advocates, community agencies and developmental centers. Currently there is an extensive list of persons waiting for services. Regional Offices are located in East, Middle and West Tennessee. Each office provides administrative and support services to persons with mental retardation and information on community mental retardation agencies and service providers located in its respective region. To access services or for information, contact the nearest regional office at the following toll free numbers.

East (Knoxville) 1-888-310-4613
Middle (Nashville) 1-888-654-4839
West (Memphis) 1-888-308-2586

State of Tennessee
Department of Mental Health and Mental Retardation

3rd Floor, Cordell Hull Building
425 Fifth Avenue North
Nashville, TN 37243
Phone (615) 532-6500

The Department of Mental Health and Mental Retardation (DMH/MR) is responsible for the provision of services to individuals with neurobiological brain disorders, mental illness and mental retardation/developmental disorders. The department serves its clients through residential, outpatient day-treatment, habilitation and community based programs. To find out about local services available, one should call the local DMH/MR office.

VOCATIONAL AND TECHNICAL EDUCATION

Tennessee Vocational and Technical Education Office
State Department for Vocational Education
Andrew Johnson Tower, 4th Floor
710 James Robertson Parkway
Nashville, TN 37243
(615) 532-2834
(615) 532-8226

Vocational and Technical Education is a related service to the Individual Educational Program to assist in fulfilling the transition requirements of IDEA. The Carl D. Perkins Vocational and Applied Technology Act provides for supplementary support needed to ensure that students with disabilities receive vocational education opportunities. Students with disabilities are included in the Carl Perkins definition of "Special Populations."

Eligibility
- Individuals with disabilities
- Educationally and economically disadvantaged individuals (including foster children)
- Individuals of limited english proficiency
- Individuals who participate in non-traditional programs

Services
- Curriculum modification
- Equipment modification
- Classroom modification
- Supportive personnel
- Instructional aids and devices
- Assessment modification

JOB SERVICE TENNESSEE (One-Stop Career Centers??????????)

Tennessee Department of Labor and Workforce Development
JTPA Suite L100, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0658
1-800-255-5872
(615) 741-1031

The goal of most youth in the transition process is to obtain employment. Job Service Tennessee provides youth in transition the same services that are available to all of its clients.

JTPA Program Eligibility

Eligibility is based on family income. You may also be eligible under special provisions if you are an individual who:
- Receives or is a member of a family which receives cash welfare payments under federal, state, or local welfare program
- Is receiving, or was determined eligible within the past six months prior to application for JTPA, food stamps
- Is a student determined eligible for free school meals during the current or most recent school year
- Is a foster child on behalf of whom state or local government payments are made
- Has a disability and whose own income meets the income requirements but whose family income does not meet the requirements
- Is a homeless individual

Services
- Assistance in obtaining employment
- Labor market information
- Job counseling and testing
- Job training available through JTPA programs listed below:
  - Summer youth employment programs
  - In-school and out of school programs
  - Pre-Employment skills
  - Basic skills training
  - Work experience
  - Limited internship
  - On-the-job training
  - Vocational classroom
  - Needs based payments

OFFICE OF WORK FORCE DEVELOPMENT

Office of Work Force Development
Tennessee Career Center – Office of Work Force Development
Andrew Johnson Tower - 8th Floor
710 James Robertson Parkway
Nashville, TN 37243
(615) 253-1324

In 1997, Governor Don Sundquist created the Office of Work Force Development. The purpose of this office was to serve as a neutral broker in building an integrated system to implement comprehensive work force development strategies in the State of Tennessee. The Work Force Investment Act of 1998 followed by rewriting current federal statutes that govern programs of job training, adult education and literacy, and vocational rehabilitation. The major emphasis of this legislation is to improve the coordination of services between the above named programs by linking the programs in several ways:

- State Board – To guide development of the state's work force system and coordinate the plans of federally funded programs

- Local Board – Established by locally elected officials to set policy and oversee job training programs

- One-Step Systems – Delivery systems for citizens and industry to explore career development or business services and access programs electronically

- Unified State Plan – States may integrate planning for the use of federal funds by submitting unified plans for two or more of its work force development programs

- Shared Accountability – Accountability is measured by performance standards and levels proposed by states and negotiated with the appropriate federal agencies

- Common Terms – Definitions for performance measures will be developed by special groups of public and private interests from the federal, state and local levels

- Waivers – States will obtain waivers of administrative and process regulations in order to bridge the boundaries between separate programs

Another important component of the Office of Work Force Development is the creation of Tennessee Career Centers. These centers are designed to meet the three basic needs of today's work force. They incorporate various employment and career services for the person looking for a job, the worker who needs additional training and the employer seeking skilled workers. The career centers provide a means of connecting people and jobs. All Tennesseans, employers, and individuals seeking career services can access the centers. Anyone who needs assistance should be able to receive it whether or not the person meets criteria for a specific government support program.

Career centers provide the following services:
- Information about local, state, and national labor markets
- Job listings
- Job and career resource room with computers, fax machines, and telephones
- Hiring requirements
- Initial screening
- Testing and assessment
- Job search skills
- Work opportunity tax credit information
- Job and industry growth trends and forecasts

Tennessee Career Centers will integrate the resources and activities of several work related programs with the hope of creating a streamlined system that employers and job seekers can get better, more comprehensive services in one place. On the following page is a directory of career centers in operation and their addresses and phone numbers.

Career Centers

SDA 1

Mr. J.B. Shepherd
Executive Director
Alliance for Business
and Training, Inc.
386 Highway 91
P.O. Box 249
Elizabethton, TN 37644-0249
Telephone: (423) 547-7500
Fax: (423) 547-7522
Counties Served: Carter, Johnson, Sullivan,
Unicoi, and Washington

SDA 2

Dr. Frank Skinnell
Director
Walter State Community College
Job Skills Training Center
Morristown, TN 37813-9989
Telephone: (423) 587-7034
Fax: (423) 585-6769
TTY: (423) 585-6896
Counties Served: Claiborne, Cocke, Grainger,
Greene, Hamblen, Hancock, Hawkins, Jefferson,
Sevier, and Union

SDA 3

Mr. Vaughn Smith
Director
Knoxville – Knox County
Community Action Committee
2247 Western Avenue
P.O. Box 51650
Knoxville, TN 37950-1650
Telephone: (423) 544-5200
Fax: (423) 546-0832
County Served: Knox

SDA 4

Ms. Cindy Thomas
Executive Director
Workforce Network
101 Gallaher View Road
Kingston, TN 37763-4201
Telephone: (423) 376-3799
Fax: (423) 376-1519
TTY: (800) 848-0299
Counties Served: Anderson, Blount, Campbell,
Cumberland, Loudon, Morgan, Roane, and Scott

SDA 5

Ms. Judy Cate
Interim Director
Cleveland State Community College
P.O. Box 3570
3570 Adkisson Drive
Cleveland, TN 37320-3570
Telephone: (423) 478-6240
Fax: (423) 478-6256
Counties Served: Bradley, McMinn, Meigs,
Monroe, and Polk

SDA 6

Mr. Wanza Lee
Executive Director
Southeast Tennessee Private
Industry Council, Inc.
535 Chestnut Street, Suite 300
Chattanooga, TN 37402
Telephone: (423)-757-5013
Fax: (423) 757-5491
Counties Served: Bledsoe, Grundy, Hamilton,
Marion, Rhea, and Sequatchie

Career Centers

SDA 7

Mr. Pat Callahan
Employment and Training Director
Upper Cumberland Human Resource Agency
3111 Enterprise Drive
Cookeville, TN 38501
Telephone: (931) 528-1127
Fax: (931) 526-8305
TTY: (931) 528-1247
Counties Served: Cannon, Clay, DeKalb,
Fentress, Jackson, Macon, Overton, Pickett,
Putnam, Smith,
Van Buren, Warren, and White

SDA 8

Mr. Ross Jackson
Executive Director
North Tennessee Private Industry Council, Inc.
Montgomery County Job Training Center
P.O. Box 1125
110 Main Street
Clarksville, TN 37041
Telephone: (931) 551-9110 Adm. Offices
(931) 551-9737 Training Center
Fax: (931) 551-9026
TTY: (800) 848-0299
Counties Served: Cheatham, Dickson, Houston,
Humphreys, Montgomery, Robertson, Stewart,
Sumner, Trousdale, Williamson, and Wilson

SDA 9

Ms. Pearl Sims, Director
Nashville Career Advancement Center (NCAC)
621 Mainstream Drive, Suite 210
Nashville, TN 37228-1201
Telephone: (615) 862-8890
Fax: (615) 862-8910
TTY: (800) 848-0298
Counties Served: Davidson
(Telephone will be answered Job Training and
Child Care Services)

SDA 10

Mr. Gary Morgan
Interim Director
Motlow State Community College
412 Wilson Avenue
Tullahoma, TN 37388
Telephone: (931) 455-9596
Fax: (931) 455-9580
Counties Served: Bedford, Coffee, Franklin
Lincoln,
Moore, and Rutherford

SDA 11

Ms. Jan O. McKeel
Director
Service Delivery Area 11
Administrative Office
Second Floor
Eight Courthouse Square
Columbia, TN 38401
Telephone: (931) 381-0068
Fax: (931) 381-7643
Counties Served: Giles, Hickman, Lawerence,
Lewis, Marshall, Maury, Perry, and Wayne

SDA 12

Mr. Lafayette McKinnie, Director
Job Training Partnership Act
Service Delivery Area 12
62 Director's Row
Jackson TN 38305
Telephone: (901) 664-0920
Fax: (901) 664-8886
Counties Served: Benton, Carroll, Chester,
Crockett, Decatur, Gibson, Hardeman, Hardin
Haywood, Henderson, Henry, Madison,
McNairy, and Weakley

Career Centers

SDA 13

Mr. Henry Lewis, Director
Dyersburg State Community College
Job Training Partnership Act
Service Delivery Area 13
Administrative Office
620 B-1 Mall Boulevard
Dyersburg, TN 38024
Telephone: (901) 286-3585
Fax: (901) 286-3584
Counties Served: Dyer, Lake, Larderdale, Obion, And Tipton

SDA 14

Dr. Elma H. Mardis
Executive Director
Private Industry Council for Memphis, Shelby, &
Fayette Counties
Suite 2810
100 North Main Building
Memphis, TN 38103-5014
Telephone: (901) 576-6536
Fax: (901) 576-6297
Counties Served: Fayette and Shelby

Governor's Workforce Development Office

Mr. Michael E. Magill
Special Assistant to the Governor
Andrew Johnson Tower, 8th Floor
Nashville, TN 37243
Telephone: (615) 253-1324
Fax: (615) 253-1329

Governor's Liaison

Mr. Michael Magill, Commissioner
Tennessee Department of Labor
Andrew Johnson Tower, 2nd Floor
710 James Robertson Parkway
Nashville, TN 37343-0655
Telephone: (615) 741-2582
Fax: (615) 741-5078
TTY: (615) 741-5324
Toll Free: (800) 475-135

State JTPA Director

Ms. Maria Peroulas Draper
Deputy Commissioner
Development
Employment and Training Division
Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0658
Telephone: (615) 741-1031
Fax: (615) 741-3003
JTPA Hotline: (800) 255-JTPA

Federal Representative

Ms. Sherrie Wilson
U.S. Department of Labor
Employment and Training Administration
Room 6M12, 61 Forsyth Street
Federal Center
Atlanta, GA 30303
Telephone: (404) 562-2103
Fax: (404) 562-2151

Post-Secondary Education and Training

Tennessee Board of Regents
Parkway Towers, Suite 1900
404 James Robertson Parkway
Nashville, TN 37243
(615) 741-3605 (Phone)
(615) 741-6230 (Fax)

The Tennessee Board of Regents was created in 1972 and is the governing body of 9 public universities, two special purpose institutes, 14 two-year institutes and 26 technology centers. There are numerous private independent colleges and universities throughout Tennessee also.

Within the general programs a wide variety of educational options are provided for students with special needs. In addition to this the institutions work closely with Tech Prep in the local high schools. Some of the services that are offered include:

• Career counseling
• Vocational courses
• Literacy labs
• Special modification
• Adult basic education (ABE)
• General Educational Diploma (GED)

The Universities/Colleges of Tennessee
for
Students with Learning Disabilities or Attention Deficit Disorders

Quick-Reference Chart					
Name of Institution	**Comprehensive Program**	**Special Services**	**Two-Year**	**Four-Year**	**No Special Fee Charged**
David Lipscomb University		X		X	
Lee University		X		X	X
Middle Tennessee State University		X		X	X
Motlow State Community College		X	X		X
Nashville State Technical Institute		X	X		X
Pellissippi State Technical Community College	X		X		X
Shelby State Community College		X	X		X
Southern Adventist University		X		X	X
State Technical Institute at Memphis		X	X		X
Tennessee State University		X		X	X
Tennessee Technological University		X		X	X
Union University		X		X	X
The University of Memphis	X			X	X
The University of Tennessee at Chattanooga	X			X	
The University of Tennessee at Martin	X			X	
The University of Tennessee at Knoxville		X		X	

See Appendix for contact person and address

The Universities/Colleges of Tennessee
For
Students with Learning Disabilities or Attention Deficit Disorders

University/College	LD Services Contact
David Lipscomb University 3901 Granny White Pike Nashville, TN 37204-3951	Coordinator of Academic Counseling 615/269-1781
Lee University North Ocoee Street Cleveland, TN 37320	Academic Dean 423/614-8115
Middle Tennessee State University Box 7 Murfreesboro, TN 37132	Learning Disabilities Coordinator 615/904-8246
Motlow State Community College PO Box 88100 Tullahoma, TN 37388-8100	Dean of Student Development 615/393-1762
Nashville State Technical Institute 120 White Bridge Road Nashville, TN 37209-4515	LD Coordinator, Academic Skills Department 615/353-3720
Pellissippi State Technical Community College 10915 Hardin Valley Road Knoxville, TN 37933-0990	Coordinator, Services for Student with Disabilities 423/694-6751
Shelby State Community College 737 Union Avenue Memphis, TN 38174	Director of LD Services 901/544-5084
Southern Adventist University PO Box 370 Collegedale, TN 37315-0370	Director of the Center for Learning Success 423/238-2574
State Technical Institute at Memphis 5983 Macon Cove Memphis, TN 38134-7693	Director of Developmental Studies 901/383-2503
Tennessee State University 3500 John A. Merritt Boulevard Nashville, TN 37209-1561	Coordinator Learning Disabilities Services 615/963-7872
Tennessee Technological University PO Box 5091 Cookeville, TN 38501	LD Services Coordinator 615/372-6119
Union University 1050 Union University Drive Jackson, TN 38305	Director of Counseling Service 901/661-5017
The University of Memphis 215 Scates Hall Memphis, TN 38152	Learning Disabilities Coordinator 901/678-2880
University of Tennessee at Chattanooga 615 McCallie Avenue Chattanooga, TN 37403	Principal Secretary 423/755-4006
The University of Tennessee at Martin 240 Gooch Hall Martin, TN 38238	Director of Program Access for College Enhancement 901/587-7195
University of Tennessee 191 Hoskins Library Knoxville, TN 37996-4250	Director of Disability Services 423/974-6087

Note: This is not an inclusive list of universities/colleges serving students with learning disabilities/attention disorders. These are listed in the 1999 edition of <u>Peterson's Colleges for students with Learning Disabilities or Attention Deficit Disorders.</u>

Tennessee Technology Centers

Athens PO Box 848 Athens, TN 37371	423/744-2814	McKenzie PO Box 427 McKenzie, TN 38201	901/352-5364
Chattanooga 4501 Amnicola Highway Chattanooga, TN 37406	423/697-4400	McMinnville 241 Vo-Tech Drive McMinnville, TN 37110	931/743-8276
Covington PO Box 249 Covington, TN 38019	901/475-2526	Memphis 550 Alabama Avenue Memphis, TN 38105	901/543-6100
Crossville PO Box 2959 ==Crossville, TN 3855==	931/484-7502	Morristown 821 W. Louise Avenue Morristown, TN 37813-2094	423/586-5771
Crump Highway 64 West Crump, TN 38327	901/632-3393	Murfreesboro 1303 Old Fort Parkway Murfreesboro, TN 37129	615/898-8010
Dickson 740 Highway 46 Dickson, TN 37055	615/441-6220	Nashville 100 White Bridge Road Nashville, TN 37129	615/741-1241
Elizabethton PO Box 789 Elizabethton, TN 37643	423/543-0070	Newbern 340 Washington Street Newbern, TN 38059	901/627-2511
Harriman PO Box 1109 Harriman, TN 37748	423/882-6703	Oneida/Huntsville 355 Scot High Drive Huntsville, TN 37756	423/663-4900
Hartsville 716 McMurry Blvd Hartsville, TN 37074	615/374-2147	Paris 312 South Main Paris, TN 38242	901/644-7365
Hohenwald 813 West Main Street Hohenwald, TN 38462	931/796-5351	Pulaski PO Box 614 Pulaski, TN 38478	931/424-4014
Jacksboro Route 1 Jacksboro, TN 38301	423/566-9629	Ripley 127 Industrial Park Ripley, TN 38063	901/635-3368
Jackson 2468 Westover Road Jackson, TN 38301	901/424-0691	Shelbyville 1405 Madison Street ==Shelbyville, TN==	931/685-5013
Knoxville 1100 Liberty Street Knoxville, TN 37919	423/546-5568		
Livingston PO Box 219 Livingston, TN 38570	931/823-5525		